DOCUMENT RESUME

ED 358 071 SP 034 551

AUTHOR	Ellis, Jacqueline; And Others
TITLE	Actions for Health: Grade 2. Contemporary Health Series.
INSTITUTION	ETR Associates, Santa Cruz, CA.
SPONS AGENCY	Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE	92
NOTE	404p.; Several large classroom posters not included here. For grades 1 and 3 materials in this series, see SP 034 550, SP 034 552.
AVAILABLE FROM	ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830 (H020-Q1: $225).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Environmental Influences; Family Life; Grade 2; *Health Education; *Health Promotion; Hygiene; *Learning Activities; Lesson Plans; Nutrition Instruction; Primary Education; Safety Education; *Skill Development; Substance Abuse; Workbooks

ABSTRACT

This set of health education materials for grade 2 includes a teacher's manual, student workbook, activity posters, student booklets, suggestions for a special event, and a booklet of letters for parents. The topics cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The focus of the lessons for grade 2 emphasizes a variety of communication skills, including the importance of understanding another person's point of view as an initial step in conflict resolution. (LL)

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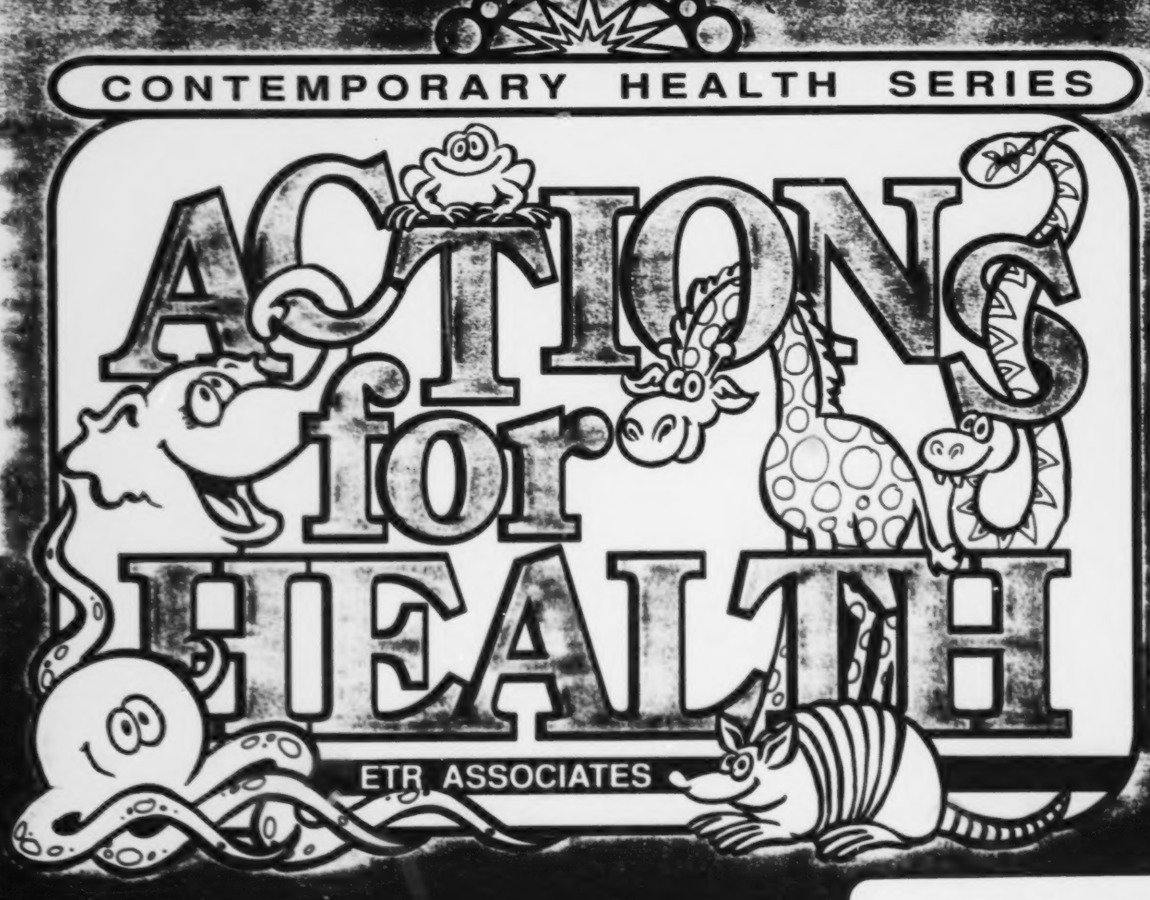

ACTION for HEALTH

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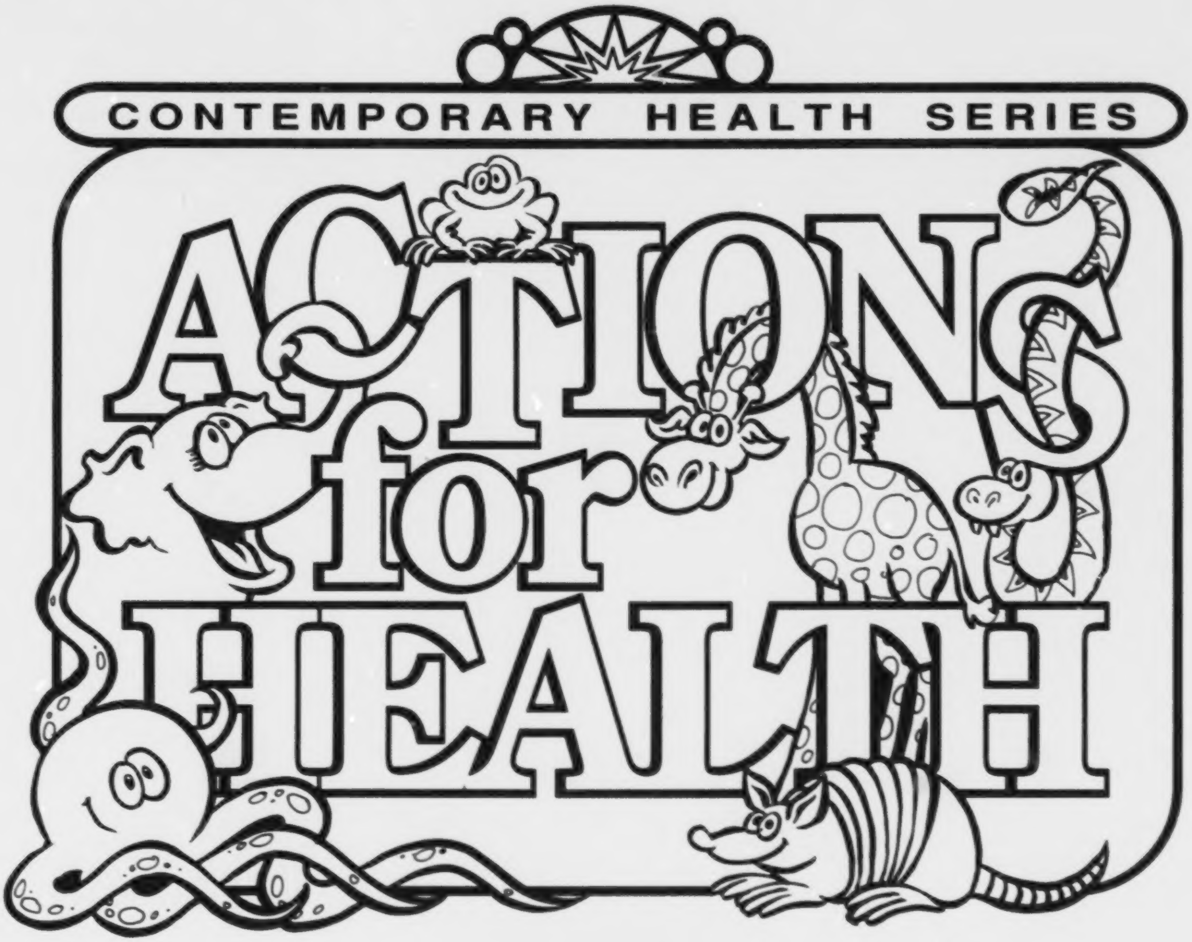

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

2

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

Actions for Health is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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Published by ETR Associates
Printed in the United States of America
10 9 8 7 6 5 4 3 2 1
Title No. H021

This curriculum was made possible, in part, by a grant from the Walter S. Johnson Foundation. The opinions expressed in this curriculum are those of the publisher and do not necessarily reflect the opinions of the Walter S. Johnson Foundation.

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Acknowledgments

Actions for Health is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

Actions for Health is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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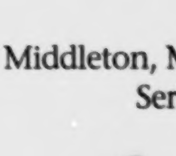
Series Editor



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Program Philosophy

Actions for Health was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.
- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural

differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.
- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students to establish feelings of connectiveness, express feelings, communi-

cate health needs and resist internal or external pressures to practice unhealthy behavior.

- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 2 emphasizes communication skills across a wide range of health content. The theme animal for this grade level is Ellie Elephant. One of the two student booklets, *Ellie's Special Friends*, emphasizes a variety of communication skills. It also celebrates differences. The second booklet, *In My Shoes*, deals with the importance of understanding another person's point of view as an initial step in conflict resolution.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

Overview of Grade 2

The Grade 2 curriculum begins with **Unit 1: The ABCs of Communication.** The seven lessons in this unit introduce students to a variety of communication skills, including communicating about feelings, body language and ways to handle strong feelings. These communication skills will be reinforced throughout the curriculum.

In **Unit II: Family Life and Communication**, students learn to extend the communication concepts introduced in Unit I to family relationships. This unit includes lessons on how family members help each other and lessons on growth and development. Students compare differences among babies, toddlers and children their age. The unit ends with a lesson on coping with family change. There are five lessons in this unit.

Unit III: Communicating the Importance of Daily Health Habits begins with a lesson that introduces students to some basic body parts and their functions. The other two lessons in this unit stress the importance of exercise and nutritious food to keep the body healthy.

The four lessons in **Unit IV: Communicating with Health Helpers** explore the ways that medical personnel and other health helpers help maintain health. In addition to a lesson on medical check-ups, students learn some simple self-care procedures to use when they are slightly ill or have a minor injury. The lessons also include information about how disease is spread and a reassuring lesson on HIV/AIDS, which emphasizes that the virus that causes AIDS is not easily transmitted.

The three lessons in **Unit V: Communicating About Drugs** are designed to provide early knowledge and begin developing the skills students need to say no to drug use as they get older. The first lesson focuses on alcohol, one of the "gateway" drugs. The other lessons offer students practice in saying no and suggestions for safe leisure activities.

Unit VI: Communicating in Difficult Situations provides information and practice on emergency procedures, including fire safety. It also includes two lessons on conflict resolution, at a level appropriate for second graders. There are four lessons in this unit.

There are two lessons in **Unit VII: Communicating About Health in the Community**. The first lesson encourages students to take a critical look at advertising, including children's television advertisements and tobacco advertisements. The final lesson features a community health net activity, which provides an opportunity to review all the health helpers students have learned about during the curriculum.

Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. In Grade 2, the suggested special event is a Communication and Health Celebration that provides an opportunity for students to demonstrate what they have learned about communication and health. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

Objective

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

Time

The time indicated for each lesson is an approximate measure, based on a 30-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils

or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

Follow-Up/Extension

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

Suggested Resources

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that

contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

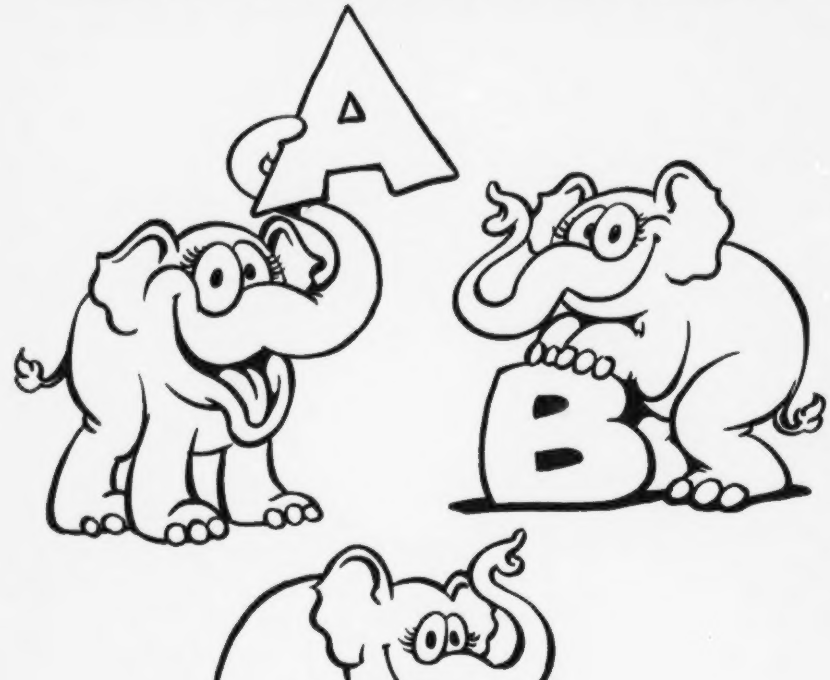
If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

UNIT I

The ABCs of Communication



LESSON

1

The Magic Scarf

Objective

Students will be able to demonstrate listening skills.

Time

Two class periods.

Overview

Unit I: The ABCs of Communication begins with a lesson designed to establish a classroom environment conducive to sharing a wide variety of thoughts and feelings. This first lesson also increases students' awareness of the importance of effective communication.

The lesson begins with the introduction of a Magic Scarf. The Magic Scarf features Ellie Elephant, the theme animal for this grade. Students play the Magic Scarf game, taking turns to communicate a message, in small groups or at a learning center. They then make their own Magic Scarves to take home and share with their families.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.
✓ Scissors for students (optional).
✓ Fabric glue (optional).
✓ Piece of fabric, one foot square, one for each student (optional). Ask students to bring fabric from home or collect it yourself.
✓ Fabric paints, tie-dye supplies, etc., to decorate fabrics (optional).
✓ Glitter, sequins, lace, rick-rack and other fabric trims (optional).

COPY:

✓ **The Magic Scarf** worksheet, one for each student and additional copies for group leaders.
✓ **Communication and the Magic Scarf** letter, one for each student.

PREPARE:

✓ One or more copies of **The Magic Scarf**, to use in class. (The number you need will depend on the number of groups you set up for the activity. Please review Procedure.) Glue the worksheet to construction paper or tag board. *Or* cut out the picture of Ellie Elephant on the worksheet and glue it to a piece of fabric.
✓ Arrange for adult classroom helpers or peer helpers to lead groups during the Magic Scarf activity. *Or* set up a learning center for this activity.

REVIEW:
✓ **Communication *Teacher Background Information.***

Procedure

■ Welcome students to their first second-grade health class. Explain that before they begin talking about health, they need to feel comfortable about sharing information with each other.

Set up or review groundrules for class discussion. (See Groundrules in How to Use This Curriculum.) Emphasize that it's important to show respect for other people by listening carefully to what they say and not making fun of them. Explain that when we show respect for each other we learn to trust each other.

■ Show students the Magic Scarf you have made and introduce Ellie Elephant. Explain that Ellie will be helping the class learn more about health this year. Tell students they are going to play a circle game that will help them get to know each other better.

Tell students the leader (you or a classroom helper) will begin the game by starting a sentence about himself or herself or something he or she likes. For example: One of my favorite books is.... Then, while holding the Magic Scarf, the leader will complete the sentence—e.g., One of my favorite books is...*Horton Hatches the Egg* by Dr. Seuss.

Explain that the scarf will then be passed to the next student in the circle. This student is to repeat the sentence, using the leader's name and ending. For example: [Teacher's name] says that one of [his or her] favorite books is *Horton Hatches the Egg* by Dr. Seuss.

Then this student repeats the sentence with her or his own ending (One of *my* favorite books is...) and passes the Magic Scarf on to the next student in the circle.

Tell students that everyone will have a chance to give an ending to the sentence, but it's OK to pass. Each student will repeat the sentence with

the ending the one student before just gave. If someone passes, the next student should say, "(Student's name) decided to pass," and then repeat the sentence with his or her own ending.

Tell students that the game will continue until the Magic Scarf has gone all around the circle. Tell students not to speak unless they have the scarf in their hands or they raise their hands and the leader calls on them. Remind them that it's OK to pass. Emphasize the importance of listening carefully, so students will be able to repeat their classmates' sentences.

■ Divide the class into small groups. Assign each group an adult or peer leader and distribute one of the Magic Scarves you prepared to each group. *Or* have student groups rotate to the Magic Scarf learning center.

To begin the game, the leader should complete one of the following sentences.

- My favorite book, music group, color, sport (etc.) is...
- I had a great time this summer when...
- I really like the...TV show, because...
- A funny thing that happened to me was...
- My favorite thing I own is...
- If I had a million dollars, I would...
- I feel good about myself when...

Then the leader passes the scarf to the next student. This student repeats the leader's sentence, then completes the sentence with his or her own ending. Depending on the size of the group and the abilities of your students, students can repeat the sentence of just the student before them or of all the earlier students in the group before completing the sentence with their own endings.

After the first round, have students play the game again with this sentence: The word *health* makes me think of.... Go around the group the opposite way. Before students start the game, you or the group leaders may have to suggest a few examples of ways to finish the sentence, such as running on the beach, riding my bicycle, not smoking.

- When all groups have played the game, ask students for their reactions. Did they like the game? Comment on their participation—how well they listened and took turns, what they need to work on. Thank students for sharing. Suggest that they will have other chances to play the Magic Scarf game in class as they learn more about communication and health.

- Distribute **The Magic Scarf** worksheet and art supplies. Have students color the picture. Tell students this is their own Magic Scarf to take home and share with their families.

Evaluation

Assess students' participation in the Magic Scarf game for their ability to repeat someone else's statement.

Home/Family Involvement

Distribute the **Communication and the Magic Scarf** letter. Ask students to take the letter and their Magic Scarves home to share with their families.

Follow-Up/Extension

Let students cut out the picture on **The Magic Scarf** worksheet and glue it to a fabric square. Encourage them to decorate their Magic Scarves, using fabric paints, tie-dye techniques, sequins, glitter, lace, rick-rack, etc.

Play the Magic Scarf game once a week at the beginning of the health lessons, during circle time or at other discussion times. As students get better at the game, have them repeat what two or more students said before making their own statements. Or divide the class into small groups, and have students repeat what each person in the group says as they play the game.

You can also play the game by having students pass around the Magic Scarf and take turns sharing, without repeating what other students say. This variation is a good icebreaking activity and can also help you set up class rules. As students learn to respect and trust each other, offer sentences such as the following for them to complete.

- I want to get better at...
- I felt really embarrassed when I...
- I feel scared when...
- I worry about...
- This week, I learned...

Communication

Teacher Background Information

One of the the most important things teachers can do to help students learn to communicate is to create a classroom atmosphere that is conducive to sharing. The groundrules suggested in How to Use This Curriculum can help you create an atmosphere of trust and comfort for classroom discussions.

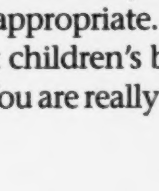
You also teach students about communication as you model effective communication. Use the following tips to help you model effective communication.

- Look children in the eye when listening to or speaking to them.
- Ask children to repeat what they say if you don't hear them clearly.
- Try to paraphrase what children say if you are not sure you understand them.
- Wait at least five seconds for children's answers.
- Don't interrupt.
- Say *please, thank you* and *excuse me* when talking with children.
- Recognize children with specific praise when they do something well.
- Avoid saying one thing with words and another with body language.
- Share personal information about yourself as appropriate.
- Use I-messages to describe your feelings about children's behavior: e.g., "I feel really angry when ..." rather than "You are really naughty today."

Communication Skills

The basic components of education about communication are listening and observing (receiving messages), interpreting and processing (perceiving messages), transmission and expression (giving messages) and communication barriers (put-downs, indirect communication).

At this grade level, students are not expected to fully understand and apply these communication skills. The purpose of this unit on communication is to introduce students to these ideas, raise their awareness of their behavior, and help them understand the importance of effective communication.

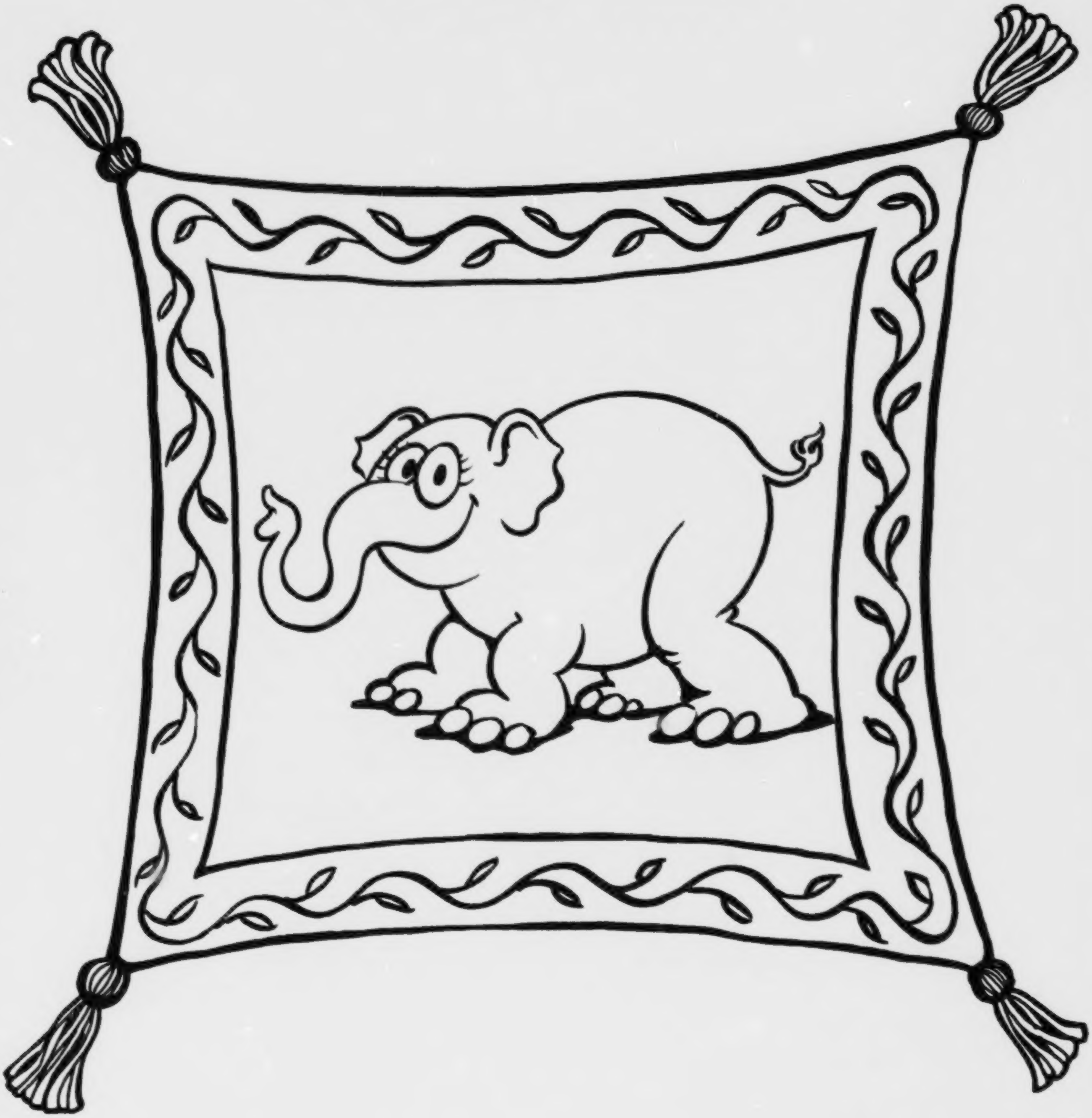


The following concepts are covered in this unit:

- Communication means sending or receiving information or messages.
- Communication is important because it allows people to understand and relate to each other.
- Everyone has feelings—good and bad. Feelings are a special part of being human.
- We need to learn how to express feelings in acceptable ways.
- Listening and speaking clearly are two important communication skills.
- People communicate in many different ways. They may use words, actions or facial expressions.
- Messages are easier to understand when words, actions and faces are used together to send the same message.
- Messages are confusing when words, actions and faces are all sending different messages.
- People need positive messages.
- We can give messages to ourselves as well as to others. We can learn to take better care of ourselves by giving ourselves positive messages.

Name ______________________________

The Magic Scarf



LETTER

Communication and the Magic Scarf

Date: ______________________

Dear Family:

This year your child will be studying health. The theme for this year's health unit is communication. Ellie Elephant, the theme animal for this grade, will help the children learn how to communicate more effectively.

One of the best ways to teach children effective communication skills is to model effective communication as you interact with them:

- Look children in the eye when listening or speaking to them.
- Ask children to repeat what they say if you don't hear them clearly.
- Try to paraphrase what children say if you are not sure you understand them.
- Wait at least five seconds for children's answers.
- Don't interrupt.
- Avoid saying one thing with words and another with body language.
- Share personal information about yourself as appropriate.
- Use I-messages to describe your feelings about children's behavior. For example, "I feel really angry when…" rather than "You are really naughty today."

Today in class, the children played a game called The Magic Scarf. The game emphasizes the importance of listening carefully to what others say. Your child made a Magic Scarf to share with you. Ask your child to explain how to play the game.

If you have any questions about the health unit, please contact me.

Sincerely,

____

LESSON

2

Look and Listen

Objective

Students will be able to identify ways to assist in clear communication.

Time

One class period.

Overview

This lesson demonstrates that communication is a process. Activities stress that careful listening and clear speaking facilitate communication and that clarifying for understanding is important.

The lesson begins with the game of Team Telephone. Students then discuss how they can improve the accuracy of the message that's passed. A poster presents some basic communication concepts. Students then use these suggestions in another round of the telephone game and observe the improvement in communication. They also play another round of the Magic Scarf game they played in Lesson 1.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:

✓ **ABCs of Communication**, an *Actions for Health* poster. (See example on teacher page.)

✓ Magic Scarf, from Lesson 1.

REVIEW:

✓ Communication ***Teacher Background Information***, from Lesson 1.

Procedure

■ Divide the class into two or more teams. Tell students they are going to play a game called Telephone, but they are going to play it in teams. Ask if any students have played the game before. Explain the game to students.

Tell them you will begin the game by whispering a message into the ear of one person on each team. This student will then whisper the message into the ear of the next student, and so on. Tell students they may not ask any questions about the message, but should just pass on what they heard as accurately as possible to the next team member.

Explain that the last person on the team will tell you what message she or he heard. The team will get a point for each word in the message that is the same as in the message you began.

Have the teams line up. Use any statement that has more than ten words to begin the game. (If your students have language difficulties, you may want to use shorter sentences.) Possible messages include:

- The weather was very cold this morning, so I decided to wear a heavy jacket.
- I am very interested in hearing about what you had fun doing during the summer.
- An elephant eats a thousand pounds of leaves and grass a day.

When the message has gone through the team, have the last student on the team whisper the message to you. Write the original message on the board, and then write each team's version of the message. Figure the team scores.

Discuss with students how the message changed as it was passed through the teams. (The final message is usually humorously different from the original.)

Ask students to think about what they could do to pass the message on without changing it. Suggestions may include:

- Talk more slowly.
- Pronounce words more clearly.
- Use shorter words and sentences.
- Check what you heard with the person who said it.
- Listen carefully.
- Reduce other noise in the room.

■ Show students the **ABCs of Communication** poster. Tell students that *communication* means the sending and receiving of information or messages. Review each of the points on the poster. Discuss how the Team Telephone game demonstrated the importance of each point. Be sure to emphasize the following points:

- A—Always speak clearly. It's hard to understand what people say when they mumble or speak too softly or talk too fast. (In the game, students whisper, but they can still whisper clearly.)
- B—Be a good listener. If you don't listen carefully, you may not understand what the other person is saying.
- C—Check it out. If you're not sure what was said, ask questions.

- Play the telephone game again, using the same teams. Tell students to use their suggestions and the **ABCs of Communication** to improve communication. Tell students they can check what they hear this time, before passing on the message. Encourage teams to try to pass the correct message completely through the team.

When teams have finished, point out what students did to help them get the message correct. Encourage students to give themselves a hand for their accomplishment.

Tell students that eye contact is also an important part of many kinds of communication. Tell them that looking at people when we talk to them and when we listen to them helps us do a better job of sending and receiving messages.

- Remind students that the Magic Scarf game used good communication skills, too. As a full class or in small groups, play a round of this game, encouraging students to use eye contact as they speak and listen.

Evaluation

Assess students' performance during the Team Telephone and Magic Scarf games and in class discussion for their ability to identify ways to improve communication.

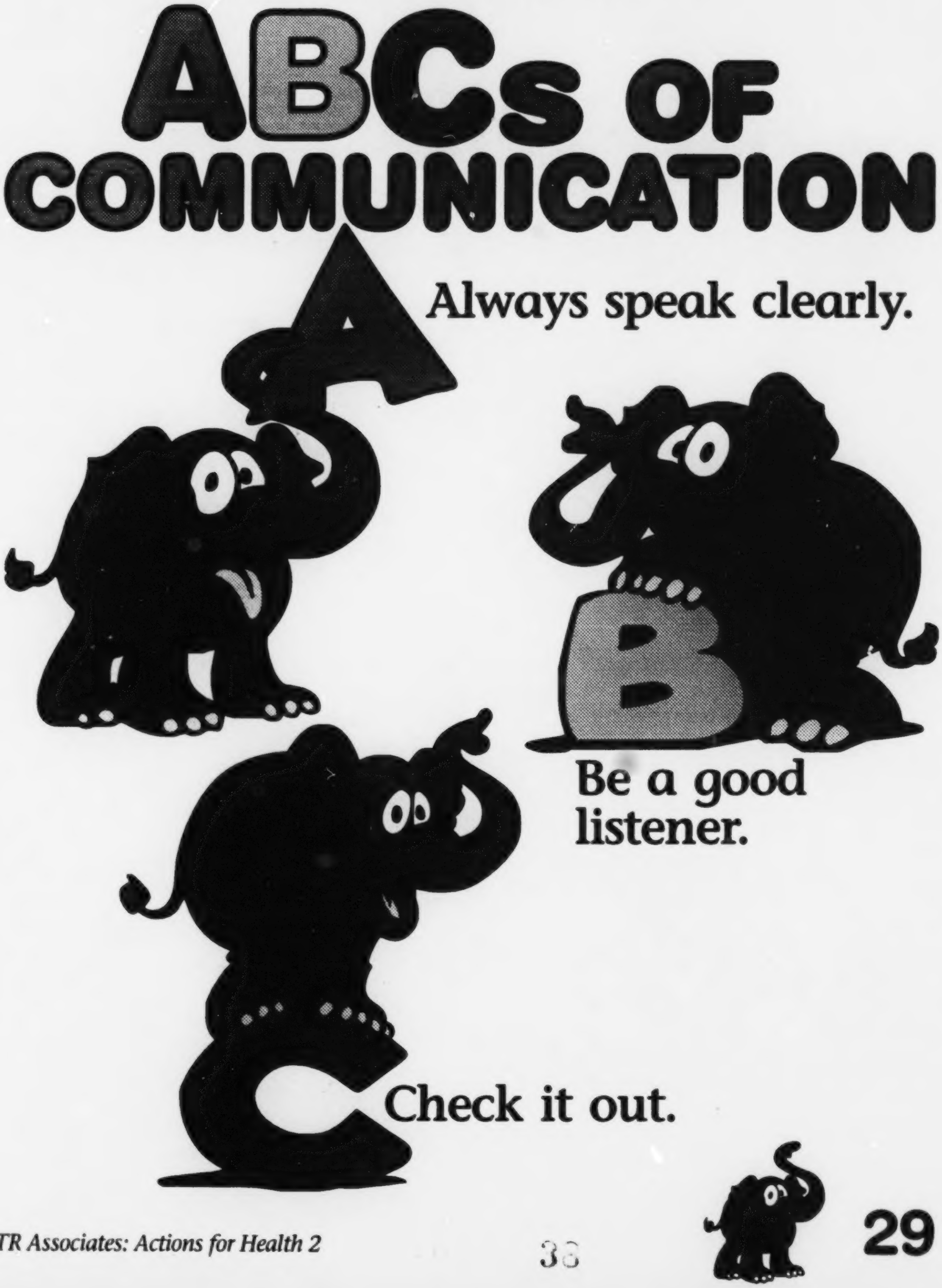
Home/Family Involvement

Encourage students to ask their families if they have ever played a game like Telephone.

TEACHER

ABCs of Communication

An Actions for Health *Poster*


ABCs OF COMMUNICATION
Always speak clearly.
Be a good listener.
Check it out.

LESSON

3

Communicating About Feelings

Objective

Students will be able to describe different kinds of feelings.

Time

One class period.

Overview

This lesson reviews the meaning of words for common feelings as preparation for the remaining lessons in this unit. Using a **Feelings Wheel,** students take turns completing sentences about feelings. They then illustrate a feeling.

Integration

Art, language arts, music.

Teacher Materials and Preparation

HAVE:

- ✓ 12" x 18" (or larger) drawing paper, one piece for each student.
- ✓ Art supplies (crayons, markers, paints) for students.
- ✓ Record or tape player (optional).
- ✓ Records or tapes of several music selections that are good expressions of feelings (optional). Classical pieces work well, e.g., Beethoven's *Moonlight Sonata* or Prokofiev's *Peter and the Wolf.*

MAKE:

- ✓ Transparency or poster of **Feelings Vocabulary** *or* copy the list onto the board.

PREPARE:

- ✓ **Feelings Wheel.** See **Feelings Wheel *Directions*** and **Feelings Wheel *Pattern*.**
- ✓ Ask the art teacher or classroom helpers to help with this lesson (optional).

Procedure

- ■ Show students the **Feelings Vocabulary** list, and ask them what the words mean. Discuss the meaning of each of the feelings words.

- ■ Show students the **Feelings Wheel**. Tell them that today they are going to play a game about feelings.

Explain the rules of the **Feelings Wheel** game. Tell students the wheel will be passed around the circle. Each student will spin the spinner and make up a sentence with the feelings word that Ellie points to.

Write some suggested sentence beginnings on the board. For example: I feel angry when.... Tell students that if the needle pointed to the word *angry,* they might say, "I feel angry when my brother eats my sandwich." They can also make up sentences about a time when someone they know had that feeling. For example: My sister felt angry when I borrowed her bike without asking.

Begin the game. If the spinner lands on a line, have the student spin again. Go around the circle once or twice. At the end of the game, point out that students sometimes used the same feelings words for different situations and that different words sometimes prompted students to describe similar situations.

Emphasize that different people may have different feelings about the same situations. Point out that sometimes we may have different feelings within ourselves about similar situations. People also have different ways of expressing feelings.

- Distribute drawing paper and art supplies. Tell students to draw a picture that expresses a feeling or shows a time when they had a certain feeling. Play music while students work on their drawings (optional).

Note: You and other classroom helpers should circulate through the room to help students label their drawings with the feeling depicted.

Evaluation

Evaluate students' participation in the **Feelings Wheel** game and their work on drawings for their ability to describe feelings.

Home/Family Involvement

Ask family members or friends who are artists to visit the class and explain how their work expresses moods and feelings.

Follow-Up/Extension

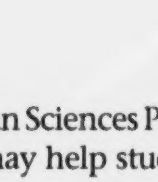
As homework, tell students to find a picture or cartoon that shows a feeling. Have them bring the pictures to class, exchange pictures and write stories about what's happening in the pictures.

Make a game of Feelings Concentration. Use the feelings vocabulary in this lesson to make pairs of cards with feelings words on them. Place the cards face down on a flat surface. Then have students or pairs of students take turns turning over two cards, trying to find two that match.

When students find a match, have them define the word. If the cards don't match or if the student can't define the word, turn the cards back over.

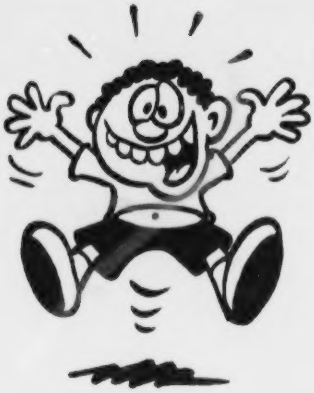
Suggested Resources

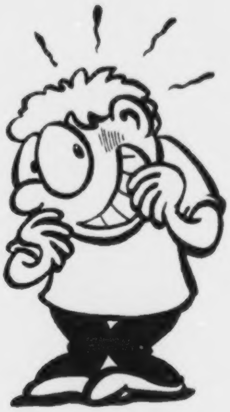
The Colors That I Am. C. Sheehan. New York: Human Sciences Press. This book uses color as a metaphor for feelings and may help students get started on their drawings.

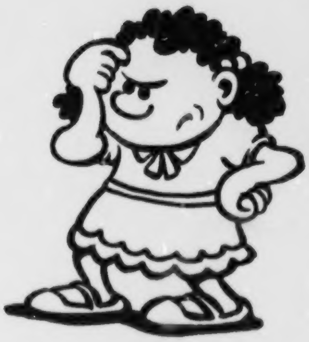


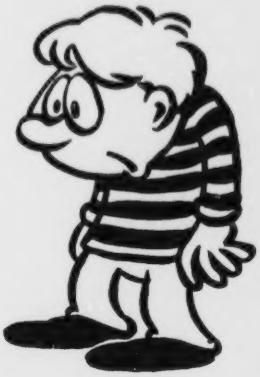
TEACHER

Feelings Vocabulary









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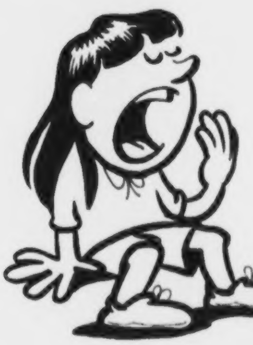
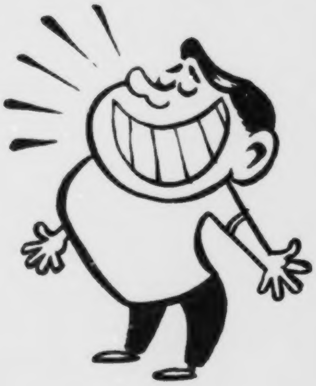
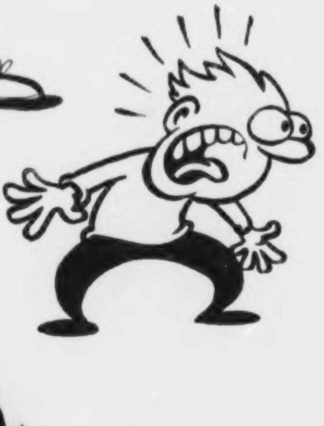
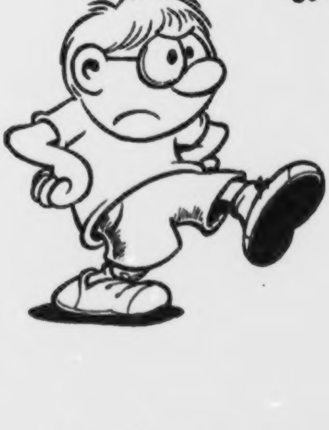






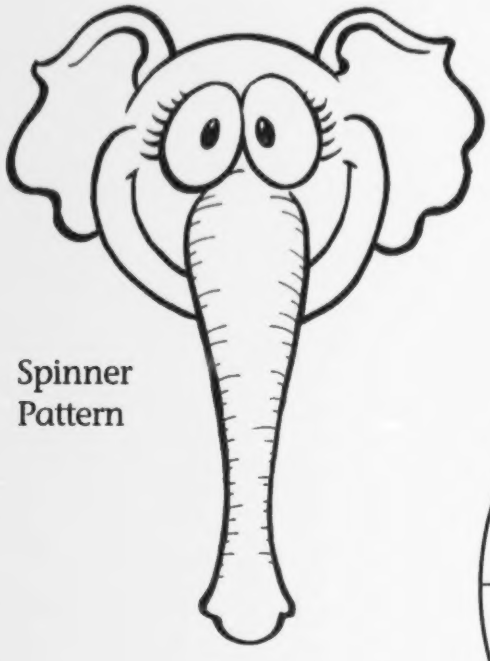


TEACHER

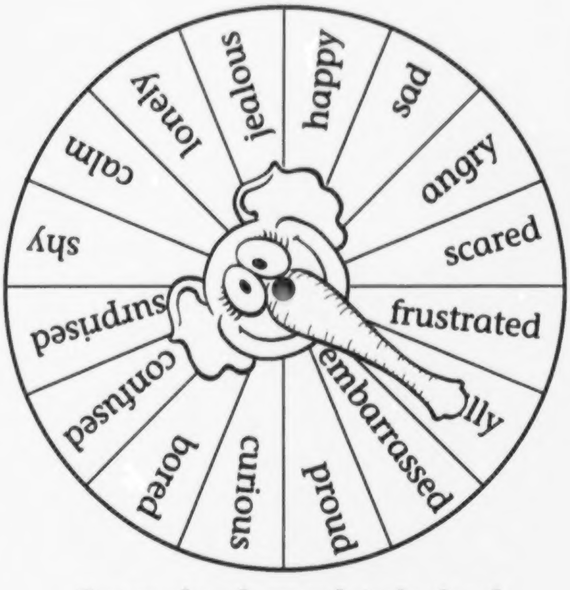
Feelings Wheel

Directions

Directions: Mount the wheel pattern on heavy paper or cardboard. Use the Ellie spinner pattern on this page to make a spinner for the wheel. Use a paper fastener to mount the spinner in the center of the wheel. If desired, color the word wedges lightly in a variety of colors. If some of the words are difficult for your students, blacken a few of the spaces on the wheel.



Spinner Pattern


happy
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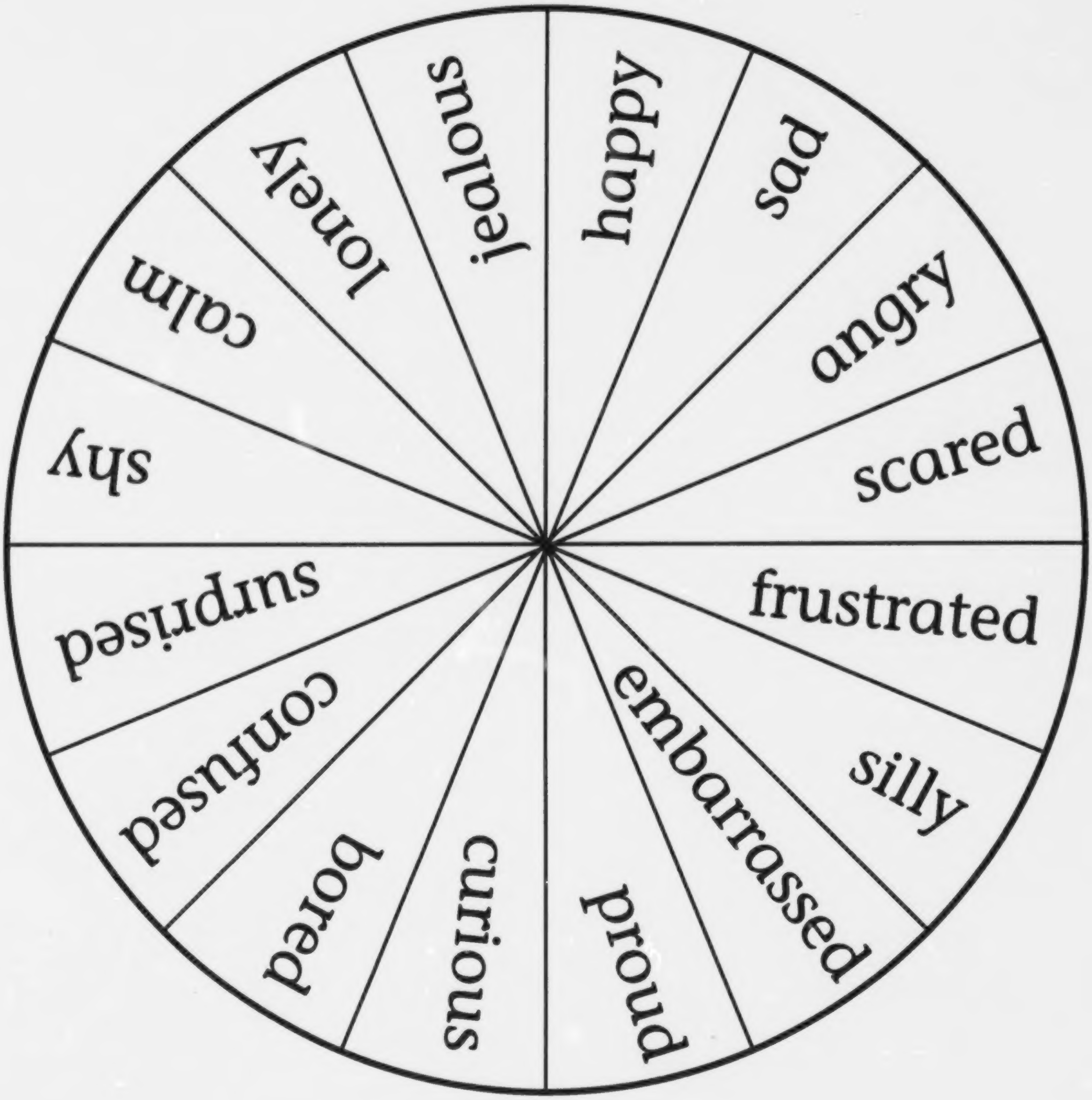
Example of completed wheel

TEACHER

Feelings Wheel

Pattern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embarrassed
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bored
confused
surprised
shy
calm
lonely
jealous

LESSON

4

Body Talk

Objective

Students will be able to match body language with appropriate feelings.

Time

One or two class periods.

Overview

This lesson introduces the idea of nonverbal communication. Students act out feelings words for the class to guess. They then match pictures with feelings words on a worksheet. Students also read and discuss a booklet that emphasizes a variety of communication skills.

Note: The booklet *Ellie's Special Friends* is about a birthday party. If you have students in your class who do not celebrate birthdays (e.g., Jehovah's Witnesses), emphasize the idea of friends and communication.

Integration

Language arts, science, social studies.

Teacher Materials and Preparation

HAVE:

✓ **ABCs of Communication**, an *Actions for Health* poster.
✓ *Ellie's Special Friends* student booklet, one for each student.
✓ Television and videotape player (optional).

COPY:

✓ **Matching Messages** worksheet, one for each student.
✓ **Communicating About Differences** letter, one for each student.

PREPARE:

✓ **Feelings and Body Talk Cards.** See teacher page.
✓ A one-minute videotaped scene that depicts conversations and interactions among several people. Tape excerpts of TV programs (comedy, children's educational programs, soap opera, adventure) or select a videotape from the school media center that you can use without sound (optional).

REVIEW:

✓ **Matching Messages** ***Key.***
✓ **Elephant Stories** ***Teacher Background Information.***

Procedure

- Review the communication concepts from Lesson 2. Remind students of the **ABCs of Communication**. Also review the students' suggestions for improving communication in the Team Telephone game.

- Point out that the communication the class has been talking about uses words. However, people also communicate without words. Tell students that this communication is called *body talk*. Body talk includes faces (expressions), actions and gestures.

Divide the class into pairs. Give each pair one of the **Feelings and Body Talk Cards** *or* have students draw cards. Tell students each card lists one of the feelings they discussed in Lesson 3.

Tell pairs to plan a way to act out the word on the card for the class—using only body talk, no words. Tell students they can use the expressions on their faces, actions and gestures to act out their feelings words, but no talking.

Demonstrate with one of the words. For example, for the word *proud*, you might pretend to hook your thumbs through a pair of suspenders, then put on a big smile and strut around the room. (Ham it up—students will love it!)

Allow students a few minutes to plan their presentations, and then have each pair present their feeling word to the class. Ask the rest of the class to guess the word.

- Lead a class discussion of the presentations. What body talk was helpful? What words were hard to guess? Point out that without the words, we may not understand another person's message, because a gesture may have several different meanings.

Add that it's easier to understand someone who uses actions and faces that match the words of the message than to understand the words

alone. Emphasize that communication is confusing when faces and actions don't match the words of the message.

- Distribute the **Matching Messages** worksheet. Tell students to match the feelings words with the pictures that show those feelings.

When students have completed the worksheet, discuss each picture and the feeling it represents. Suggested answers are indicated on the **Matching Messages** ***Key.*** However, some students may have different answers. Remind students that words can help us understand these messages.

- Tell students that animals also communicate without words. Discuss the ways animals communicate, including sounds, expressions and gestures that express affection, fear, excitement or sadness. (**Elephant Stories** ***Teacher Background Information*** provides some examples of how elephants communicate.)

Distribute the student booklet *Ellie's Special Friends*. Depending on the reading level of your students, have students read the booklet individually or in groups or follow along as you read it to the class.

After students have read the story, discuss the various types of communication used. You may want to acknowledge that animals can't really talk, but emphasize the special skills each character used to make it easier to communicate. Explain that the special skills students have been learning will help them communicate better.

Evaluation

Assess students' responses in class presentations and on the **Matching Messages** worksheet for their ability to identify body language messages.

Home/Family Involvement

Distribute the **Communicating About Differences** letter. Tell students to take this letter and the *Ellie's Special Friends* booklet home to share with their families. Ask students to return the booklets to school.

Note: You may want to devise a check-out system to be sure all booklets are returned.

Invite any of the students' family members who are artists, musicians, mimes, etc., to explain to the class how they express themselves nonverbally. Encourage students to try this method of expression after the visit.

Follow-Up/Extension

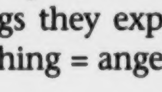
Show students the one-minute scene from a videotape with the sound turned off. Ask students what they think was happening in the "mystery" scene and how people were feeling.

Ask what body talk helped students figure out what was happening in the scene. Write students' observations in two appropriate columns on the board. Write actions and the feelings they express in a column labeled ACTIONS; describe faces and the feelings they express in a column labeled FACES. For example: Write "pushing = anger" in the ACTIONS column.

Replay the mystery scene with the sound on. Discuss the accuracy of the students' observations.

Cut out a series of photographs of people interacting. Have students pick one picture and write a paragraph describing what they think is happening and why.

Have students work in small groups to select a feeling to research, so they can demonstrate to the class how humans and several animals communicate this feeling.



Play Feelings Charades. Give pairs of students two cards with a feeling word written on each. Tell pairs to work together to figure out faces or gestures for the words that will help the class identify them. If students can't think of a face or gesture, ask them to act out a situation that might cause the feeling. Each partner should act out one word. If time is limited, give only one word to each pair.

Play Simon Says Feelings Are OK. Use directions such as *Simon says, "Look happy"; Simon says, "Look tired."* Let students take turns giving directions. To discourage repetition, remind students of the variety of feelings discussed during the lesson.

Suggested Resources

The following videotapes are available from the National Geographic Society. Call (800) 368-2728.

Beyond Words: Animal Communication. 15 min. Grades 4–9. Shows how different animals communicate in many ways that are important to their survival. No. 51021, $56.00.

Dolphins. 14 min. Grades K–6. Includes use of echo-location as a communication technique. No. 51052, $56.00.

Portrait of a Whale. 12 min. Grades K–6. Includes information on flippering and breaching as forms of communication. No. 51178, $56.00.

Elephants. 59 min. General audience. Includes information on elephants' communication behavior, particularly communication over great distances. No. 51384, $24.20.

Elephant Stories

Teacher Background Information

Elephant Courtship

A young bull elephant stepped out of the trees about 200 yards away from where a herd of elephants were feeding. A young cow left the herd at once, turning her head shyly from side to side as she moved toward the bull. When the two elephants met, the bull took the cow's trunk in his, and they lifted their heads, trunks entwined, until their mouths met in a kiss.

Then the cow butted the bull playfully. He pulled up a clump of grass with his trunk, beat the dirt off it against his knees and offered it to her. She tucked it into her mouth as the two moved off, shoulders touching, until they disappeared into a stand of trees.

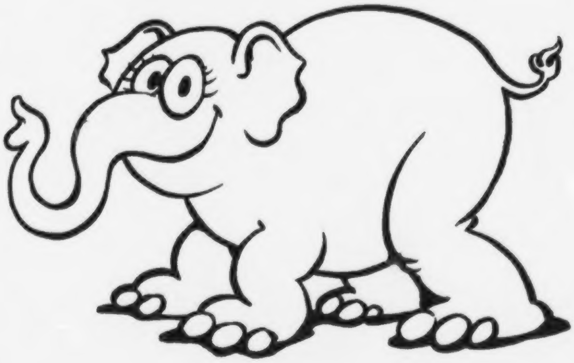
Elephants "go steady," keeping company near the herd all day. When the female comes into season, the courting pair slips alone into the forest at night for privacy. Once the female becomes pregnant, she loses interest in her mate.

Mother Love

One elephant cow carried her dead newborn calf on her tusks for three days, holding it in place with her trunk. She laid the carcass on the ground only when she had to drink. Finally, she scraped a grave under a tree and buried her calf. She stayed beside the tree for several days, eating nothing and charging anyone who approached.

Caring for the Old

A bull elephant who grows too old for breeding will leave the herd, but one or two young bulls may go with him. The young bulls guard the older one, urging him away from danger. They will shove him gently into cover, then rush



back to challenge the enemy. The young bulls may stay with the older one until he dies, which might be at about age 60.

Delicate Giants

Elephants can step on a coconut so delicately that they crack the shell without crushing the meat. They can also turn sweet potatoes from the ground without breaking the skin. They tend to be right- or left-tusked; an elephant will always dig up sweet potatoes, for example, with the same tusk.

The Daily Routine

Elephants need very little sleep, about half as much as humans. They spend most of their time gathering food. An elephant eats 1,000 pounds of leaves and grass a day, so elephants feed 16 hours out of 24.

They also search continually for water, because each elephant needs 30 to 50 gallons of water a day. They are excellent swimmers, swimming for as long as six hours without touching bottom.

An Elephant's Memory

One African settler captured a small elephant with a bad sore on one of its hind legs. The settler put the elephant in stocks, narrow log walls too tight for the elephant to move, while he dressed the wound. At the first touch of the antiseptic, the elephant screeched with pain and rage and almost broke out of the stocks.

After three or four dressings, the elephant accepted the treatment with patience, but he had to be confined to keep him from pulling off the dressing. When the wound was healed, the elephant was released. But every time the elephant saw the settler who had treated him, the elephant would run to the settler, take the settler's hand in his trunk, and guide it to the now-healed wound.

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TEACHER

Feelings and Body Talk Cards

Directions: Cut cards apart on the dotted lines. Have students pick a card and act out—without talking—the feeling on the card. You may want to glue the cards to index cards or heavier paper.

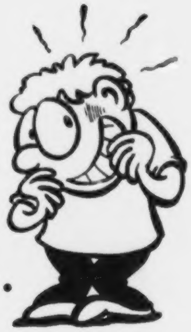
happy
sad
angry
scared
frustrated
silly
embarrassed
lonely

proud
curious
bored
confused
surprised
shy
calm
jealous

Name ______________________________________

Matching Messages

Directions: Draw a line to match each of the feelings words to the picture that shows that feeling.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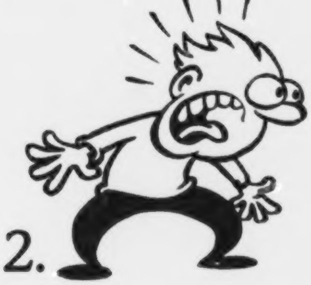

2.

happy

sad

bored

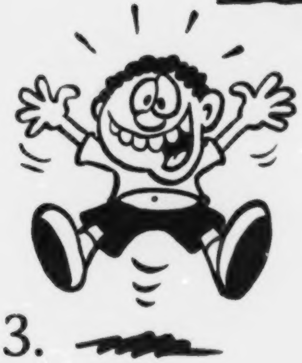
scared

confused

embarrassed

angry

proud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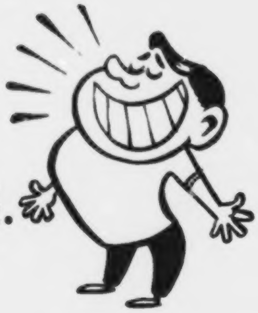
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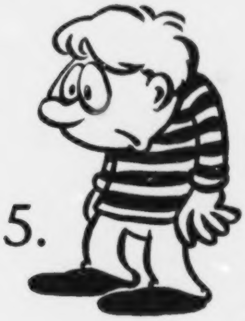
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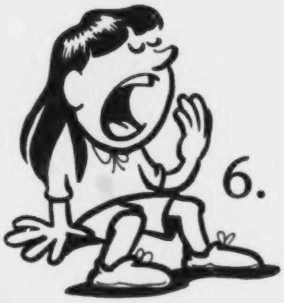
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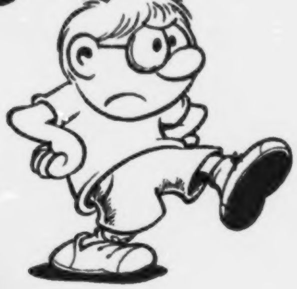
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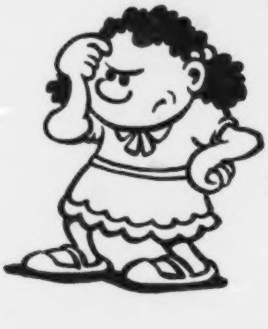
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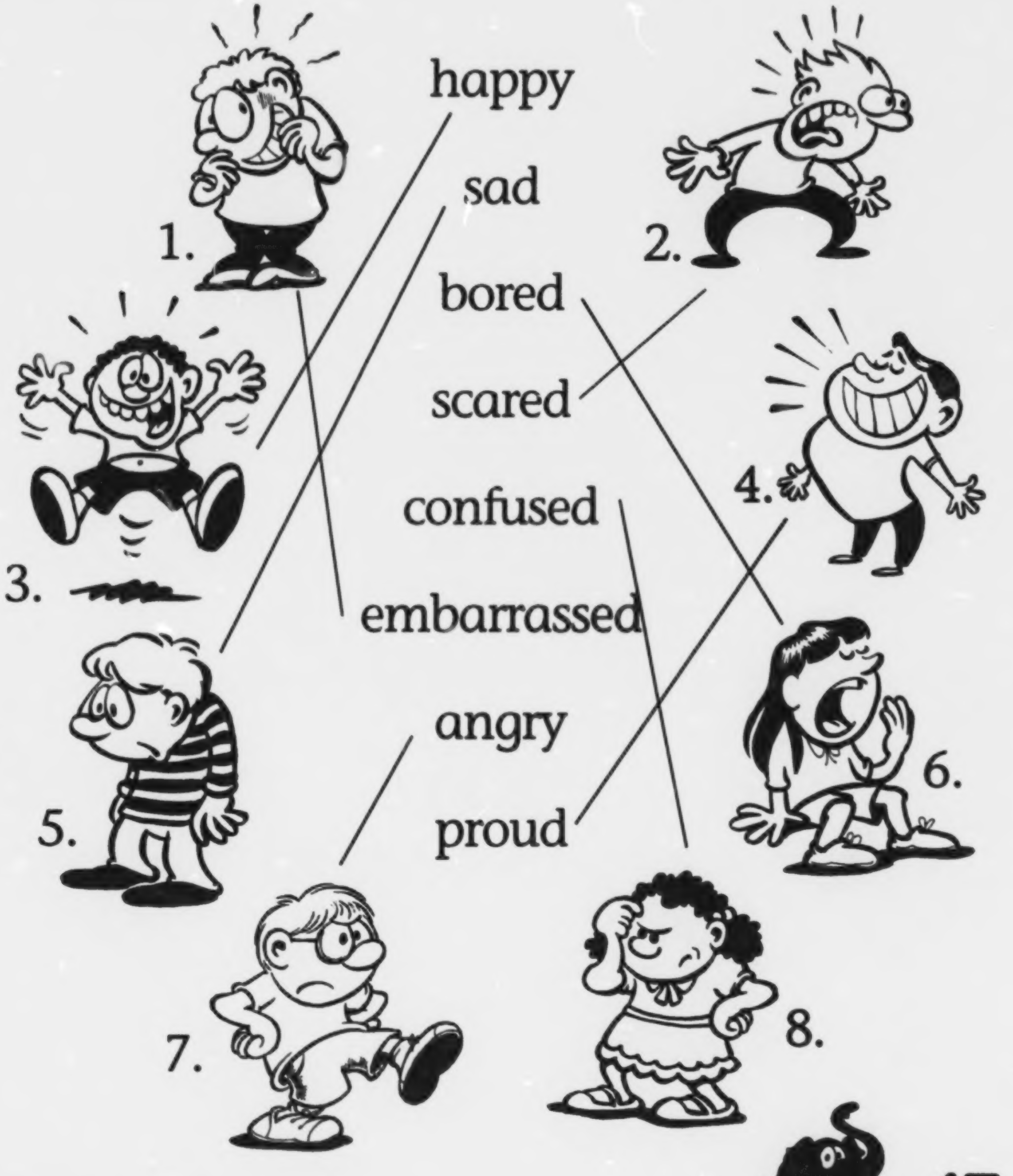
TEACHER

Matching Messages

Key

Directions: Draw a line to match each of the feelings words to the picture that shows that feeling.


1.
happy
2.
sad
bored
scared
3.
4.
confused
embarrassed
5.
angry
6.
proud
7.
8.

LETTER

Communicating About Differences

Date: ____________________

Dear Family:

Your child has a booklet to share with you called *Ellie's Special Friends*. We read this booklet in class today.

This story is about different ways to communicate. Children are learning that communication involves not only words and sounds, but also body language—actions and gestures.

An Actions for Health Book
Ellie's Special Friends
Ramona Robin
Omar Octopus
Darlene Dolphin
Jamal Giraffe
Benny Bat
Mario Monkey
Molly Mole
Anita
ETR ASSOCIATES

The story also celebrates differences. We are all different. When we teach children to accept and value our differences, we improve their self-esteem. Research shows that children with high self-esteem are better able to deal with stress and peer pressure.

Sincerely,

____

LESSON

5

Soft Snugglies and Tuff Tuskies

Objective

Students will be able to demonstrate how to give positive and negative messages.

Time

Two class periods.

Overview

This lesson increases children's sensitivity about common positive and negative communication. It has been estimated that many positive messages are needed to balance the impact of one negative message, so the lesson stresses the importance of communicating positive messages.

Soft Snugglies and Tuff Tuskies are introduced to begin the lesson. These symbols help make the lesson more meaningful and concrete. Students color their own symbols and use them to identify positive and negative messages. They then complete worksheets to show how they can use each of their five senses to give someone a Soft Snuggly.

Note: The **Giving Soft Snugglies** worksheet in this lesson can be used in a variety of ways. You can set up learning centers, perhaps a different center for each sense, or divide the class into cooperative learning groups and have each group complete a set of worksheets. Students can also take the worksheets home to complete as homework.

Integration

Art, language arts, science.

Teacher Materials and Preparation

COPY:
- ✓ **Soft Snuggly** worksheet, one for each student.
- ✓ **Tuff Tusky** worksheet, one for each student.
- ✓ **Giving Soft Snugglies** worksheet, one set for each student or group, depending on how you set up the activity.
- ✓ **Soft Snugglies and Tuff Tuskies** letter, one for each student.

MAKE:
- ✓ Large versions of the Soft Snuggly and Tuff Tusky symbols (optional).

PREPARE:
- ✓ **Giving Soft Snugglies** learning centers (optional).

Procedure

- Remind students of the discussion in Lesson 4 of body talk—how

people use movement, actions and faces, as well as words, to communicate. Ask students for examples of ways body talk is used to communicate positive and negative messages. Examples may include:

- Pushing shows anger or rejection.
- A double hand slap (or "high five") shows togetherness or friendship.

■ Introduce the Soft Snuggly and Tuff Tusky. Show students the large figures if you've made them. Explain that the Soft Snuggly represents a positive message, a message that feels good to receive. A compliment from the teacher might be a positive message. Ask students for some other examples of Soft Snugglies. You may want to encourage students to think about school situations that provide positive messages.

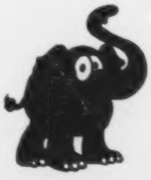
Tell students the Tuff Tusky represents a negative message, one that feels bad to receive, such as:

- being told that you're too little to understand something
- being laughed at
- being called names like Stupid
- being told you are not as good as someone else

Ask students for other examples of Tuff Tuskies they've received. How did they feel when they got these messages? Again, you may want to encourage students to discuss negative messages in the school setting.

■ Distribute the **Soft Snuggly** and **Tuff Tusky** worksheets. Tell students to color and cut out the figures. Tell students they are going to use these figures to indicate whether some statements you read to them are positive or negative.

Explain that if the statement or situation you describe is positive, students should hold up the Soft Snuggly. If it's negative, they should hold up the Tuff Tusky. Tell students to close their eyes while you read the following items for them to vote on. Tell them their votes will be private; other students won't be looking.



- Someone says, "I had a good time playing with you today."
- You are the last person picked for the kickball team.
- Someone asks you to show her or him how to ride a skateboard.
- Someone says, "Go mind your own business!"
- A classmate says, "You are really weird."
- A friend waves hello when he or she sees you coming.
- A friend asks, "Can you help me with my math problem? I can't figure out how to do it."
- Someone says, "That stuff is for sissies."
- A teacher says, "It's so nice to see your smile every morning."
- Two of your classmates are looking at you and whispering and laughing.
- You're a new kid at school and another student asks you to sit with her or him at lunch.
- Someone hits you as you walk through the hall.

You may want to ask students for other examples of positive and negative statements or actions for the rest of the class to react to. You may also want to give students some more challenging examples, using situations or statements that are not clearly negative or positive.

For example: A family member says, "Carl, would you please turn down the TV? I can't hear on the telephone." Point out that this request is not negative because it's made with respect. The speaker said please and used the child's name. Add that sometimes it's hard to tell if a message is positive or negative, unless we hear the tone of voice used.

Ask students what would make the message clearly negative. Change the words and your tone of voice for the example: "You're always listening to that blaring TV when I want to use the phone. Turn that thing off and go do your homework."

Tell students that negative messages often hurt us. They can hurt so badly that we sometimes miss the positive messages we also get. Explain that it's very important to listen for positive messages, because these messages help us feel good about ourselves. Emphasize that we can give *ourselves* positive messages: I did a good job on the spelling test. I feel proud of myself!

■ Explain that we can also give other people positive messages. Distribute the **Giving Soft Snugglies** worksheets. Tell students that they are going to practice sending positive messages.

Review the five senses—hearing, sight, touch, smell, taste. Tell students to think about ways they could use each of these senses to send a positive message. List the following key words for the senses on the board.

- hearing—words and sounds
- sight—pictures, colors, expressions, actions
- touch—skin
- smell—nose
- taste—mouth

Brainstorm some ideas for using each sense to communicate a positive message. Examples include:

- Hearing—Read a favorite poem; sing a song; talk about something you like about someone.
- Sight—Draw a picture; look someone in the eyes and smile.
- Touch—Hug; hold hands; rub someone's back.
- Smell—Give a flower.
- Taste—Make cookies or a healthy snack; get a drink of water for someone who is thirsty.

Review the worksheet directions. Tell students to finish the sentence on each worksheet to indicate a way to give a Soft Snuggly for each sense and to draw a picture of each Soft Snuggly. Divide the class into groups of five to work on the worksheets *or* rotate students through learning centers *or* allow students to complete the worksheets individually.

Evaluation

Assess students' responses in the class exercise and on the **Giving Soft Snugglies** worksheets for their ability to identify positive and negative messages.

Home/Family Involvement

Encourage students to share the Soft Snuggly and Tuff Tusky figures with their families. Distribute the **Soft Snugglies and Tuff Tuskies** letter for students to take home to their families.

Follow-Up/Extension

Have students develop their own symbols to represent negative and positive messages.

Make puppets of the Soft Snuggly and Tuff Tusky figures. You may want to mount the Soft Snuggly on inexpensive fake fur (or another soft fabric) and the Tuff Tusky on sandpaper, so students can feel the difference. Have students use the puppets to roleplay positive and negative messages.

Have different students sit in the middle of the circle each day to receive positive messages (Soft Snugglies) from three classmates. Encourage students to be creative in giving compliments; you may want to tell them not to use the words *nice* or *pretty*. Tell students who receive the compliments to say thank you (and nothing else).

Suggested Resources

Follow Your Nose. P. Showers. New York: Crowell.

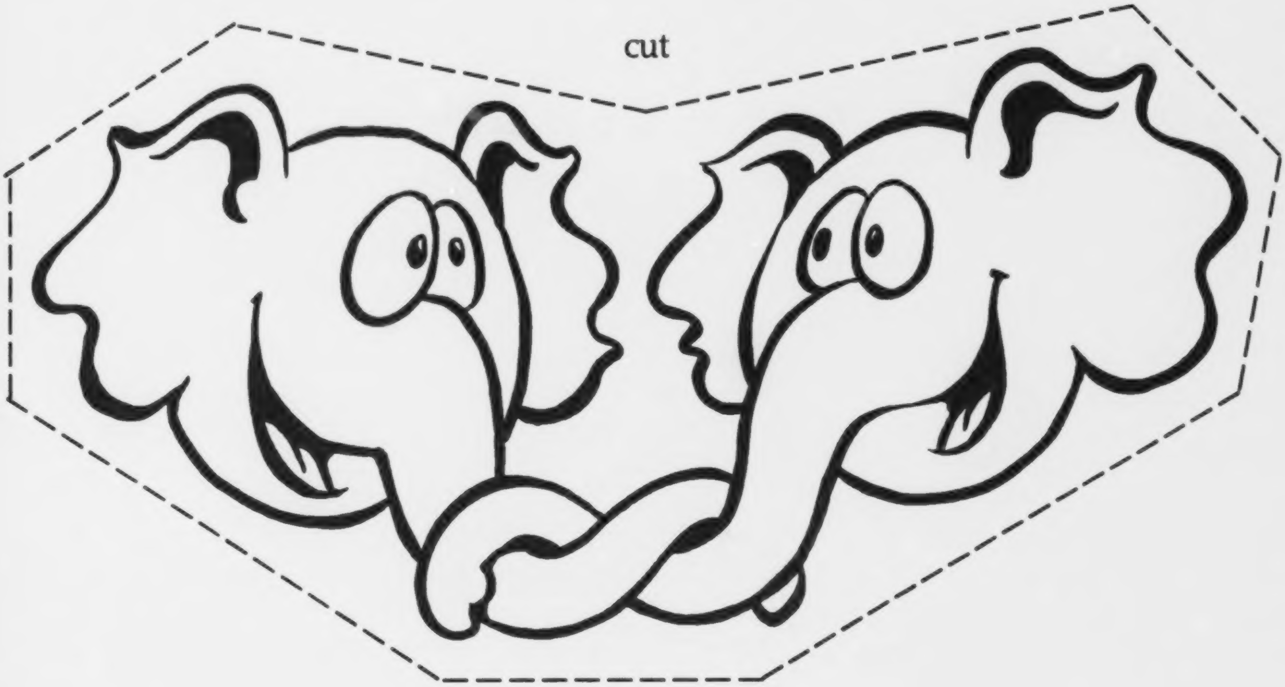
My Five Senses. Aliki. New York: Crowell.

Through Grandpa's Eyes. P. MacLachlan. New York: Harper & Row.

Name ____________________

Soft Snuggly

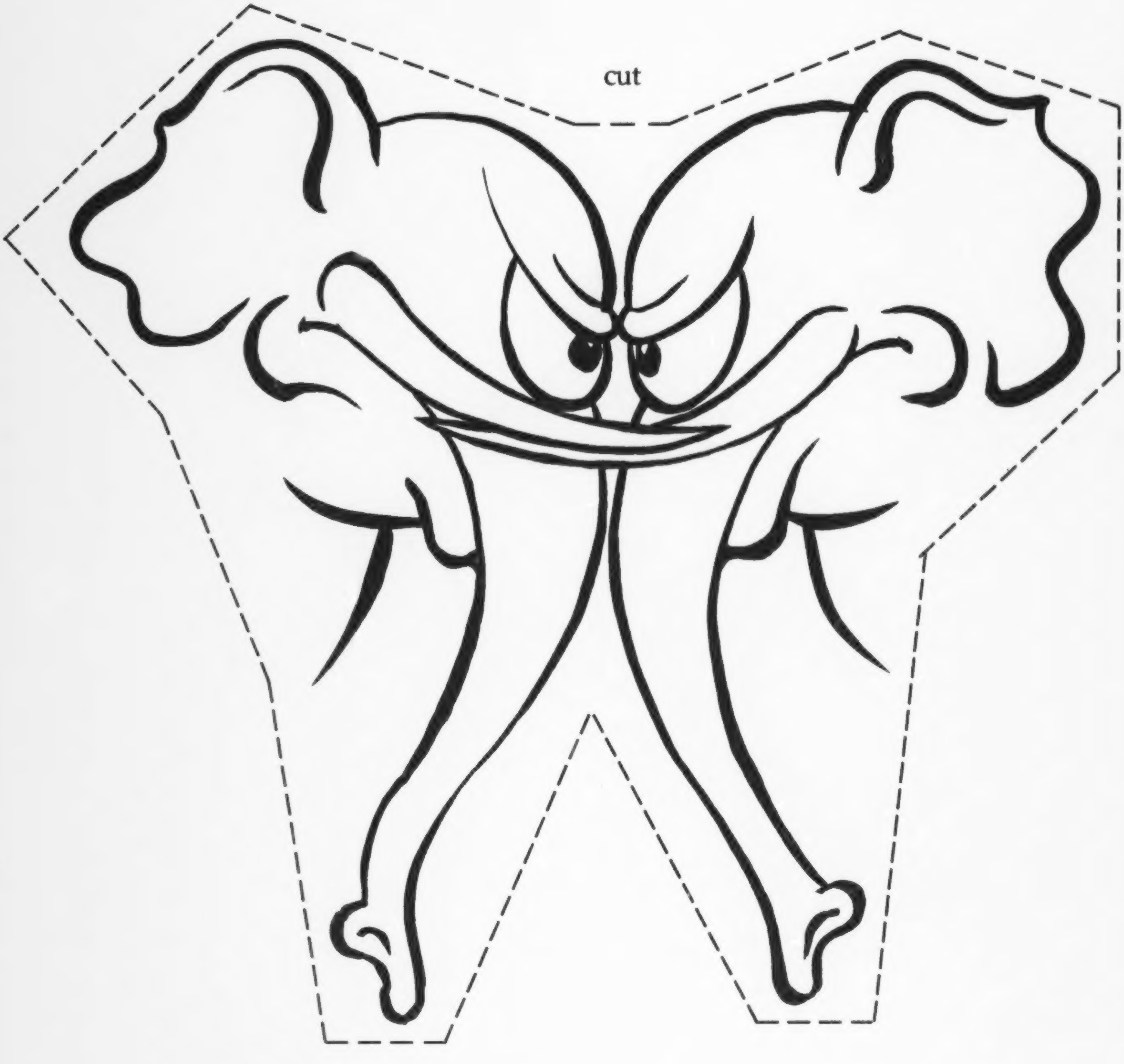
Directions: Color and cut out the Soft Snuggly.



Name ______________________________

Tuff Tusky

Directions: Color and cut out the Tuff Tusky.



Name ______________________________

Giving Soft Snugglies

Hearing

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

Name ______________________________

Giving Soft Snugglies

Sight

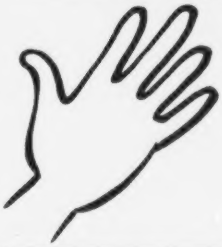
Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

Name ____

Giving Soft Snugglies

Touch

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.



Name ______________________________

Giving Soft Snugglies

Smell

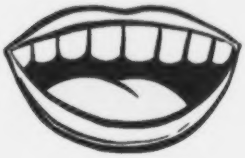
Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

Name ______________________________

Giving Soft Snugglies

Taste

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

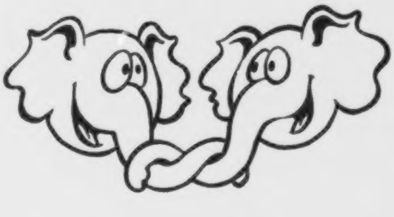


LETTER

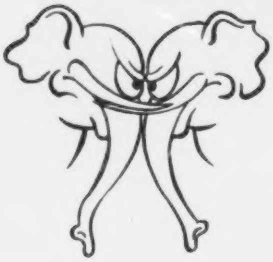
Soft Snugglies and Tuff Tuskies

Date: ____________________________

Dear Family:



As part of the health unit, students are using the terms *Soft Snuggly* and *Tuff Tusky* in class to help them recognize positive and negative messages. You may want to use these words at home to describe messages among family members.



The tone of voice, facial expressions and body language we use communicate as much as our actual words. To help children understand positive and negative messages, we are using the concept of a Soft Snuggly for a positive message and a Tuff Tusky for a negative message.

Students have made Soft Snuggly and Tuff Tusky figures in class. Ask to see the Soft Snuggly and Tuff Tusky your child made.

Research has shown that negative communication can affect children's feelings of self-worth and self-esteem. Children (and adults, for that matter) are often so hurt by negative messages that they miss the positive ones.

You can help enhance your children's self-esteem by sending lots of positive messages. Be sure your children hear these messages, and encourage them to praise themselves for things they do well. The best way to help children is to model positive communication.

Sincerely,

____

LESSON

6

Hitting Is Not OK

Objective

Students will be able to illustrate acceptable ways to express anger and other strong feelings.

Time

One or two class periods.

Overview

This lesson is designed to help students understand that we all have strong feelings, which we need to express, and that there are acceptable and unacceptable ways to express these feelings.

To begin the lesson, students brainstorm some common but unacceptable ways people express strong feelings. They then work in cooperative learning groups to choose some acceptable ways to express strong feelings. They also illustrate an acceptable and an unacceptable way to express strong feelings.

Note: Be sensitive to the ethnic and cultural diversity of your students. Different cultures encourage different ways of expressing feelings.

Integration

Language arts.

Teacher Materials and Preparation

COPY:
- ✓ **Stories About Strong Feelings** worksheet, one for each student.
- ✓ **Expressing Feelings—OK** worksheet, one for each student.
- ✓ **Expressing Feelings—Not OK** worksheet, one for each student.

REVIEW:
- ✓ **Expressing Anger *Teacher Background Information*.**
- ✓ **Stories About Strong Feelings *Example*.**

Procedure

■ Tell students that today they will be talking about acceptable ways to express feelings. Explain that having feelings is one of the special things about being human. Everyone has strong feelings, and these feelings are OK.

However, sometimes people express feelings in ways that may hurt themselves or others. Remind students of the Tuff Tuskies they discussed in the previous lesson. Tuff Tuskies hurt people's feelings.

Explain that we need to know how to communicate strong feelings in ways that don't hurt other people. Some feelings that can be hard to communicate in positive ways are anger, sadness, fear and jealousy.

■ Ask students to brainstorm some things they do when they feel angry, sad, jealous, scared, excited or proud. Tell students that for brainstorming, they can list all the ways they express feelings, whether the ways are acceptable or not. Responses could include kicking, crying, jumping up and down, walking away, shouting.

If necessary, prompt students to elicit some acceptable ways to express these feelings (pounding a pillow, walking away). List student responses on the board.

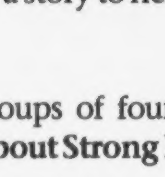
To encourage student responses, you may want to give an example of how you sometimes express feelings in a negative way, even though you know it isn't helpful. For example: Once, after a tiring day at school, you yelled at your dog or were impatient with your child.

You may also want to tell students what positive actions you took when you realized you had sent a Tuff Tusky. For example: You sat down and petted your dog. Or you told your child, "I'm sorry for being impatient. I'm really tired today," and then sat down and read a story to her or him.

■ Divide students into cooperative learning groups of four or five (readers with nonreaders). Distribute the **Stories About Strong Feelings** worksheet.

Each group member should have a task. Possible tasks include:

- Reader—reads each story and its responses to the group for discussion.
- Writer—marks the group's responses and writes down their other ideas.
- Reporter—reports the group's responses to the class. If groups have two reporters, each can report on two of the stories. *Or* one reporter can report which answers the group circled and one can report their other ideas.
- Timekeeper.



Review the worksheet directions with students. Discuss the first story, On the Playground, which is already marked. Be sure students understand why choice number 1, Tell your friend how you are feeling, is a good response. Ask students for other ideas of good ways to handle this situation.

Point out the blank lines for Other Good Ideas on the worksheet. Tell students they can write their own ideas about good ways to handle the feelings in each story on these lines.

Tell groups to read the rest of the stories and mark one or two responses that show good ways to deal with the feelings in each story. Remind students that it's OK to express feelings in ways that don't hurt themselves or others.

When groups have completed the worksheet, lead a class discussion of it. Ask group reporters to report which answers their group chose and their other ideas about ways to handle the feelings. The **Stories About Strong Feelings *Example*** suggests some good ways to handle each situation.

■ Distribute the **Expressing Feelings—OK** and the **Expressing Feelings—Not OK** worksheets. Tell students to draw pictures of one way that it's OK to express strong feelings and one way that it's not OK. You may want to brainstorm a list of feelings that students could illustrate. Suggest that students write the name of the feeling they're illustrating before drawing the pictures.

Evaluation

Assess students' work on the **Expressing Feelings—OK** and **Expressing Feelings—Not OK** worksheets for their ability to illustrate acceptable ways to express strong feelings.

Follow-Up/Extension

Play the Magic Scarf game, having students complete both of the following sentences: When I feel angry, I sometimes want to.... What I could do instead is....

Suggested Resources

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This practical handbook for teachers, parents and other caregivers offers suggestions to help children deal with stress and strong emotions.

TEACHER

Expressing Anger

Teacher Background Information

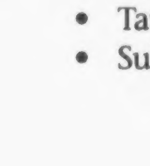
Anger is an important emotion that can't be denied. Students' angry feelings need to be validated, and students need to learn acceptable ways to express anger and other strong feelings. You may want to use the following examples with your class.

Acceptable Ways to Express Strong Feelings

- Tell the person involved how you feel. Use an "I statement."
- Talk about your feelings with someone who cares about you.
- Walk away and calm down.
- Exercise—run, jump rope.
- Punch a pillow.
- Cry.
- Throw pebbles at the water or a tree.
- Write about your feelings.
- Draw a picture of your feelings.
- Find an empty room or place and yell loudly.
- Talk to yourself about how angry you feel and what you feel like doing.

Unacceptable Ways to Express Strong Feelings

- Physical violence toward others—hitting, kicking.
- Physical violence toward self, risk taking.
- Physical violence toward objects—throwing or breaking things.
- Laughing at or making fun of someone.
- Telling yourself that you are no good, dumb, etc.
- Getting back at someone later.
- Tattling.
- Sulking.



Name ____

Stories About Strong Feelings

Directions: Read each story. Then make a circle around one or two answers that tell good things to do about the feeling.

On the Playground

Your friend ignored you on the playground this morning. You feel hurt. Circle the things it is OK to do.

1. [✓ Tell your friend how you are feeling.]
2. Ignore your friend the next time he or she tries to talk to you.
3. Be mad for the rest of the day.

Other good ideas:

____

____

The Book I Want

Someone in your class has a book that you want. You feel jealous. Circle the things it is OK to do.

1. Tell the person you like the book. Ask if you could look at it at recess.
2. Call the person a spoiled brat.
3. Try to take the book away and hide it in your desk.

Other good ideas:

____

____

Name ____

Stories About Strong Feelings (continued)

My Old Dog

Your family had to have your old dog put to sleep. You feel very sad. Circle the things it is OK to do.

1. Tell the teacher how sad you feel.
2. Find a quiet place to cry for a while.
3. Be grouchy in class.

Other good ideas:

____

____

Big Kids

Some bigger children have been yelling at you on your way to school. You feel scared. Circle the things it is OK to do.

1. Walk the long way around to stay away from them.
2. Ask an adult or an older student to walk with you.
3. Tell your mom or dad that you feel sick and can't go to school today.

Other good ideas:

____

____

Name ____

Stories About Strong Feelings (continued)

No Recess

The teacher made you stay inside for recess because you talked during class. You feel angry. Circle the things it is OK to do.

1. Yell at the teacher for picking on you.
2. Decide to listen better tomorrow.
3. Throw something at the teacher's desk.
4. Take ten deep breaths.

Other good ideas:

____

____

TEACHER

Stories About Strong Feelings

Example

Directions: Read each story. Then make a circle around one or two answers that tell good things to do about the feeling.

On the Playground

Your friend ignored you on the playground this morning. You feel hurt. Circle the things it is OK to do.

[✓ 1. Tell your friend how you are feeling.]

2. Ignore your friend the next time he or she tries to talk to you.

3. Be mad for the rest of the day.

Other good ideas:

____

____

The Book I Want

Someone in your class has a book that you want. You feel jealous. Circle the things it is OK to do.

[✓ 1. Tell the person you like the book. Ask if you could look at it at recess.]

2. Call the person a spoiled brat.

3. Try to take the book away and hide it in your desk.

Other good ideas:

____

____

Stories About Strong Feelings Example (continued)

My Old Dog

Your family had to have your old dog put to sleep. You feel very sad. Circle the things it is OK to do.

[✓ 1. Tell the teacher how sad you feel.]
[✓ 2. Find a quiet place to cry for a while.]
3. Be grouchy in class.

Other good ideas:

____

____

Big Kids

Some bigger children have been yelling at you on your way to school. You feel scared. Circle the things it is OK to do.

[✓ 1. Walk the long way around to stay away from them.]
[✓ 2. Ask an adult or an older student to walk with you.]
3. Tell your mom or dad that you feel sick and can't go to school today.

Other good ideas:

____

____

TEACHER

Stories About Strong Feelings Example (continued)

No Recess

The teacher made you stay inside for recess because you talked during class. You feel angry. Circle the things it is OK to do.

1. Yell at the teacher for picking on you.

[✓ 2. Decide to listen better tomorrow.]

3. Throw something at the teacher's desk.

[✓ 4. Take ten deep breaths.]

Other good ideas:

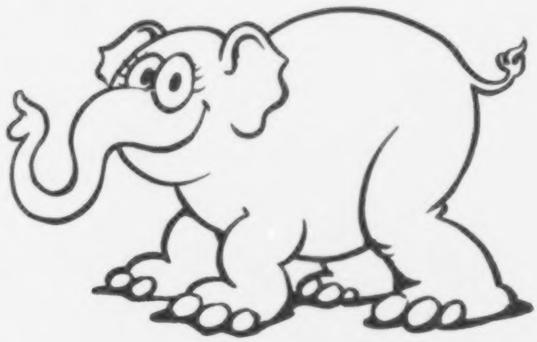
____

____

Name ______________________________

Expressing Feelings—OK

Directions: Write the name of a feeling in the space below. Then draw a picture of a way that's *OK* to express the feeling.



Name ______________________________

Expressing Feelings—Not OK

Directions: Write the name of a feeling in the space below. Then draw a picture of a way that's *not OK* to express the feeling.

LESSON

7

A Friend Is Someone Who Likes You

Objective

Students will be able to demonstrate ways to communicate friendship.

Time

Two class periods.

Overview

In this lesson, students have the opportunity to apply some of the communication concepts and skills they have learned. Each student gets a secret friend for the day. They are asked to communicate their friendship to their secret friends without revealing their identities. Students also learn a song about friendship.

Note: The secret friend activity is designed to encourage students to practice friendship skills and to be accepting of others. However, this can be difficult for second graders. Emphasize the importance of treating others with respect and kindness, and modify the activity as appropriate for your students.

Integration

Language arts, music.

Teacher Materials and Preparation

HAVE:

✓ Hangers, wire and lightweight cardboard (shirt cardboard works well) for a class mobile (optional).

COPY:

✓ **Old Friends and New Friends** song, one for each student (optional).

PREPARE:

✓ Write each student's name on a separate piece of paper, fold the papers and put them in a container for students to draw names from.
✓ Ask the music teacher or other classroom helpers to help you sing the song (optional).

Procedure

■ Tell students that everyone has friends; friends come in all shapes and sizes. Friends can be big or little, pets or people, old or new. They may have short or long hair. Some friends are boys, some are girls; some are part of your family, some aren't.

Ask students to close their eyes and think about a special friend. What makes this friend special? Ask for volunteers to share one of the things

that makes their friend special. Write students' responses on the board. (Save this list for use in Lesson 8.) Responses may include such comments as:

A friend is someone who
- listens to you
- likes to do things with you
- is interested in the same things that interest you
- sticks by you when you are down
- does things for you
- keeps you safe
- shares with you
- gives you Soft Snugglies
- talks about feelings

Then ask students what they do for their friends. Point out that we do the same kinds of things for our friends that our friends do for us, that friendship involves giving and taking.

■ Tell students that today they will have a chance to practice being a friend, perhaps with someone they haven't known too well before. They are each going to get a secret friend for the day. Have each student draw a name from the container of class names. Emphasize that students are to keep the name secret and not tell anyone who their secret friends are.

Ask students to find some way to express their friendship to their secret friends without letting the friends know who they are. Suggest that students can draw pictures, send messages or find some other way to express their friendship.

Challenge students to find ways to give Soft Snugglies, discussed in Lesson 5, to their secret friends without revealing their identities. Depending on the developmental level of your students, allow an afternoon or a whole day for this activity.

■ *Optional:* Distribute the **Old Friends and New Friends** song. Sing it for students. Then have students sing it with you. *Note:* This is a common camp song, and many students will know it. The source is unknown.

- At the end of the day or sometime during the next day, have students guess who their secret friends were. Discuss the ways the students showed their friendship.

Ask students how it felt to have a secret friend. How did it feel to be a secret friend? Remind them that giving and taking are important in a friendship.

Remind students that saying thanks is an important part of friendship. Encourage students to thank their secret friends for the nice things they did.

- *Optional:* Have students sing **Old Friends and New Friends** again. You may want to have them sing it as a two-part round.

Evaluation

Observe students' participation in the secret friend activity for their ability to demonstrate ways to communicate friendship.

Follow-Up/Extension

Make a class mobile. Make a large round cardboard sun for the top of the mobile. Write *A friend is someone who…* on the sun. Give each student a sheet of cardboard shaped liked a cloud. Have students write their names on one side of the cardboard and one characteristic of a friend on the other side. Encourage students to decorate their clouds.

To assemble the mobile, have pairs of students hang their clouds on opposite ends of a wire or hanger. Hang two wires or hangers together on opposite ends of a larger wire or rod. Use fishing swivels to facilitate turning.

Have students write Friendship Recipes—e.g., two pints of fun, a cup of sharing, a tablespoon of holding hands.

Have students write a paragraph about a good friend—how they met, what the friend looks like, what they do together.

Have students develop a secret code (numbers, symbols or letters) to send friendship messages.

Suggested Resources

The Multicultural Caterpillar: Children's Activities in Cultural Awareness. A. C. Matiella. Santa Cruz, CA: ETR Associates. Lively activities introduce children to the concept of cultural diversity and encourage friendship skills.

Positively Different: Creating a Bias-Free Environment for Young Children. A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

Name ____

New Friends and Old Friends

Make new friends,

but keep the old.

One is silver

and the other's gold.

UNIT II

Family Life and Communication

LESSON

8

Friends in the Family

Objective

Students will be able to demonstrate ways to communicate appreciation to friends at school and at home.

Time

One class period.

Overview

This lesson provides a bridge from the unit on communication skills to **Unit II: Family Communication.** Students learn to extend the communication concepts in Unit I from peer friendships to family relationships.

The lesson also provides a foundation for the discussion in Lessons 11 and 12 of family communication during stressful times. Practice communicating in everyday situations helps prepare children to use communication as a coping tool during difficult times.

To begin the lesson, student pairs take turns giving each other Soft Snugglies and saying thank you. As students review the characteristics of friends, they realize that family members can be special friends. Students then brainstorm other things that families do for children.

Students also learn that all families have problems and sometimes send negative messages, Tuff Tuskies. Students are encouraged to communicate both positive and negative feelings in family situations. To conclude the lesson, students write notes to thank family members for something they've said or done.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ "A Friend Is Someone Who..." list, from Lesson 7.
✓ *Families Are Special!* activity poster, one for each student.
✓ White construction paper or tagboard, one 8-1/2" x 11" sheet for each student.
✓ Lined writing paper, half of an 8-1/2" x 11" piece for each student (optional).
✓ Art supplies (crayons or markers) for students.
✓ Glue for students (optional).

COPY:

✓ **Family Friends** letter, one for each student.

PREPARE:

✓ Ask the school counselor to join you for this lesson (optional).

✓ **Family Friends Thank-You Note** sample. See **Family Friends Thank-You Note** ***Directions***.

Procedure

■ Tell students that they are going to play a communication game before they begin discussing family communication. Review the three major ways that people communicate (words, faces or expressions, and actions).

Tell students that they are going to practice giving Soft Snugglies, which are one of the nicest ways that friends communicate. Have students pair up and give each other Soft Snugglies.

Suggest that students begin their sentences with a phrase such as "I really like...." Remind the students receiving the Soft Snugglies to listen carefully, experience how good the Soft Snugglies feel, and say thank you.

Ask for volunteers to share their Soft Snugglies with the class. *Note:* You may need to help a few students rephrase their sentences if you or the student who received the message did not feel that a clear, positive message was given. Compliment students on their ability to be caring and appreciative of each other.

■ Show students the "A Friend Is Someone Who..." list from Lesson 7. Ask students if people in their families ever do any of the things on the list, such as listen to them, give them Soft Snugglies.

Remind the class that friendship means give and take, that we do the same kinds of things for our friends that our friends do for us. Ask students which of the things on the list they do for people in their families. Help students understand that family members are friends, too.

Note: If you are aware that your students' home situations are difficult, you may want to discuss this concept in terms of what adults do for children, or things big people do for little people, and vice versa.

■ Ask students to think about some things families do that are not on the friendship list. Ask students how families show that they care about children.

Brainstorm a new list with the title "Family Members Are Friends, Too." Possible suggestions of what family members do include:

- hug each other
- go places together—to baseball games, movies, parks
- tell jokes
- find a place for the family to live
- help each other with homework
- take care of family members when they're sick
- help each other in emergencies
- give each other back rubs
- read to each other
- buy and prepare food for the family

Note: In any discussion of families, be sensitive to the situations of your students. Emphasize the things that their families are able to do for them.

Be sure the list includes family roles in providing safety, shelter, food, affection and education. Point out the long list of important things that family members (most often parents) do for children.

■ Ask students who does more for the family—adults or children. Acknowledge that adults do more, but ask students to suggest some things children can do.

Distribute the *Families Are Special!* activity poster, and read and discuss it with students. Point out that the poster has a place for them to list their family jobs. Encourage students to take the poster home and talk to family members about their family jobs.

■ Acknowledge that all families have problems, too. Sometimes, even caring adults can send Tuff Tuskies, negative messages. Remind students of acceptable ways to express strong feelings (talk or write about them, punch a pillow, exercise). Tell students they may want to use some of those ways to respond to Tuff Tuskies.

Emphasize that acceptable ways to express feelings are ways that don't hurt us or the other person. Suggest that students learn to understand their own strong feelings and talk about these feelings with someone who cares.

Note: Some students may not have family situations that are conducive to talking about feelings. You may want to suggest that students can talk to you or a school counselor if they have no one at home to talk to.

■ Tell students that an important thing they can do for their family friends is to let the caring adults in their families know how much they appreciate all that the adults do. Point out that saying thank you is a Soft Snuggly. Tell students that today they will make thank-you cards for the caring adults in their families.

Note: Thank-you cards for siblings or other family members are also encouraged. However, one important goal of this lesson is to foster positive communication between children and the caring adults in their families.

Distribute paper and art supplies. Show students the **Family Friends Thank-You Note** sample. Have students fold the paper in half to make a card that stands up. Ask students to write a note to someone in their families (or to the whole family) to say thank you for a caring action or some caring words.

Offer students the following examples to help them begin.
- I really like you (my family) because....
- I had a great time with you (the family) when....
- It means a lot to me that....

Tell students to begin by writing the name of the person the card is for on the front. Encourage students to write several sentences on the inside

right panel. Then tell them to draw a picture that goes with the message on the front, by the person's name.

Note: You may want to provide lined paper for students to write their messages on and have them glue their messages to the card.

Tell students they can take this card home to share with their families. Suggest that they leave the inside left panel blank in case someone in their family wants to write a thank-you message back to them. Suggest that students display the card at home, on a table or shelf or on the refrigerator.

Evaluation

Assess students' Soft Snuggly comments to classmates and their work on the Family Friends Thank-You Notes for their ability to communicate appreciation.

Home/Family Involvement

Distribute the **Family Friends** letter. Tell students this letter asks family members to write a thank-you note back to them on the cards students made. Ask students to take home the card and the letter with the *Families Are Special!* activity poster.

Suggested Resources

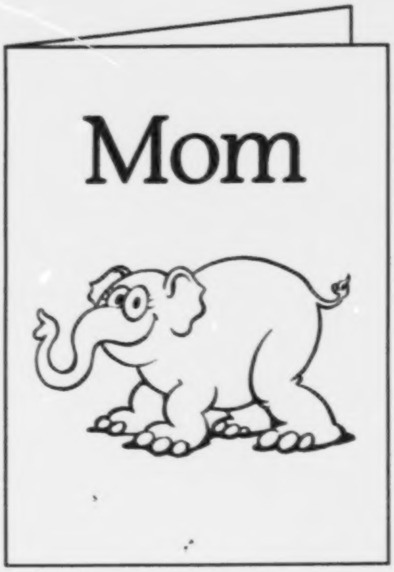
We Are a Family: Children's Activities in Family Living. A. C. Matiella. Santa Cruz, CA: ETR Associates. Engaging activities help children develop a basic understanding of the family and its purpose.

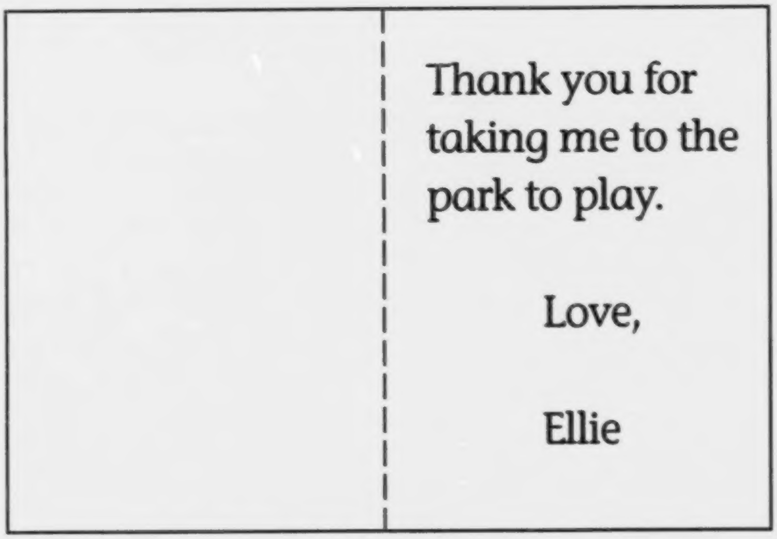
TEACHER

Family Friends Thank-You Note

Directions

Directions: Fold an 8-1/2" x 11" sheet of heavy white paper in half. Write the name of the person the card is for on the front panel. Add a drawing to the front to go with the message that you write on the right inside panel. Leave the left inside panel blank for a response.





Thank you for taking me to the park to play.

Love,

Ellie

LETTER

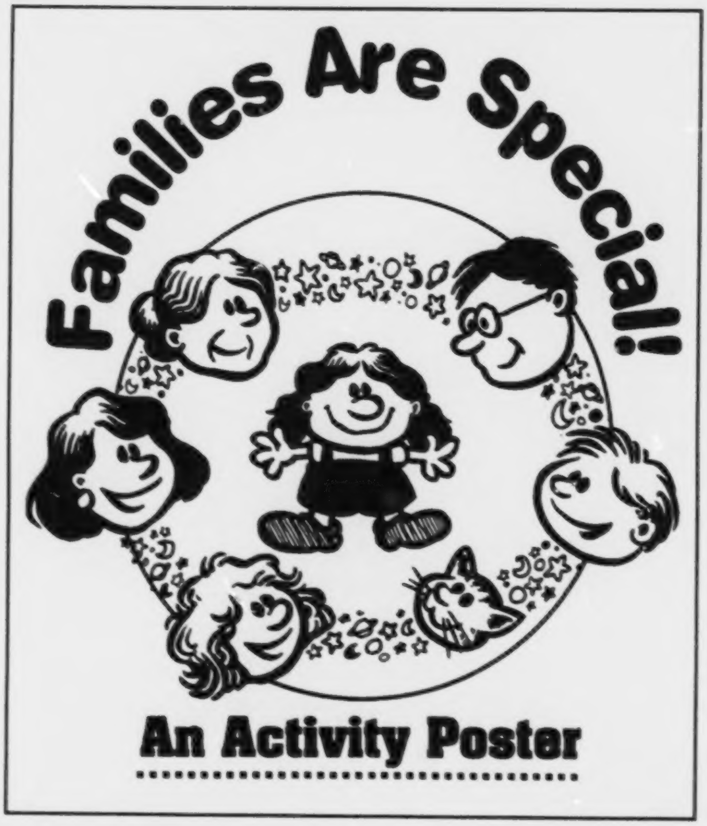
Family Friends

Date: ____________________

Dear Family:

We have just completed our health unit on communication. Now we are beginning to talk about the importance of families. Your child has an activity poster about families to share with you. The poster includes a chart where you can list the jobs of family members. Children learn responsibility by having assigned household tasks.

Your child also made a thank-you card for a family member. One side of the card has been left blank for you to use to write or draw a message in return thanking your child for something he or she has done for the family. I encourage you to finish the card and display it at home.



Sincerely,

____

LESSON

9

When I Was Small

Objective

Students will be able to describe some characteristics of infants.

Time

One class period and an additional class period when homework is completed.

Overview

This lesson is the first of a series of lessons designed to enhance students' self-esteem as they learn about early childhood growth and development. Students gain a sense of competence by comparing their own past and present characteristics. This study of early childhood growth and development also helps prepare students for discussion of pubertal changes in later grades.

Students begin the lesson by discussing what they know about what they were like when they were babies. They brainstorm some questions to ask their families about their infancy. After students have talked to their families, class discussion of infants' characteristics continues. Students also make a cover and complete a worksheet for a personal booklet about how they've grown.

Integration

Art, language arts, science, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Art supplies (crayons and markers) for students.
- ✓ Scissors and glue for students (optional).
- ✓ Old magazines with pictures of babies for students to cut out (optional).
- ✓ Light-colored construction paper for book covers, one sheet for each student.

COPY:

- ✓ **When I Was a Baby** worksheet, one for each student.

PREPARE:

- ✓ Collect shirts (T-shirts work well) or mittens of varying sizes, from infants to a size worn by your students. Hang the items on a clothesline in the classroom or tack them to the wall, ordering them according to size. *Or* make paper cut-outs or drawings of T-shirts or mittens in varying sizes and hang those in the room.
- ✓ Ask classroom helpers to assist with this lesson (optional).

REVIEW:

- ✓ **Elephant Babies *Teacher Background Information*** (optional).

Procedure

■ Point out the display of various sizes of clothing. Tell students that this display represents the topic for today's lessons. Tell them you'll give them some clues to help them figure out what the clothing represents.

Ask students what the clothes show about the people who wear them. Possible responses include:

- The people are children.
- Some people are bigger; some are smaller.
- One item would fit children their age.

If students haven't guessed what the clothes represent (growth), ask them how could one child fit all of these items? (The child was a baby that grew and grew, just as they did.) Tell students that today they will begin to study how they have grown and learned since they were born.

■ Ask students if they know anything about what they were like as babies. Would they like to know more? Brainstorm a list of questions that students would like to ask their families. Possible questions include:

- Where was I born?
- When did I learn to walk?
- When did I start talking?
- When did I get my first tooth?
- What did I do on my first holiday (Christmas, Passover, Easter, New Year's)?
- Did I drool?
- Did I wake up in the middle of the night?

Tell students to choose four or five of these questions to discuss with their families and copy them off the board onto a piece of paper.

Note: Be sensitive to the family situations of your students. Some of this information may not be readily available to adopted or foster children. You may want to suggest that such students talk generally with their families about things babies do.

■ Distribute the **When I Was a Baby** worksheet. Tell students this worksheet will be part of a booklet they are going to make that will show how they've grown. The title of this booklet will be *Look at Me—Then and Now.*

Note: This worksheet can be completed in any of the following ways:

- Distribute art supplies and tell students to draw a picture of what they were like when they were babies.
- Ask students to take the worksheet home and ask their families for a baby picture to glue or copy onto the worksheet.
- Distribute old magazines, scissors and glue. Let students cut out pictures of babies to glue to the worksheet.

■ When students have had time to talk with their families about when they were babies, lead a class discussion about babies.

Emphasize the diversity of the responses, but help students make some general observations about babies. Write these general points about child development on the board or on chart paper under the title "What Babies Can Do." (Save the list for use in Lesson 10.) Emphasize the information about communication.

Ask how many students were born in a hospital. Ask what other places students were born. Explain that people can choose where they feel comfortable having a baby, but most people arrange to have medical care. Note that babies don't always come as planned; some are born on the way to the hospital, etc. Point out that babies are born every day.

Ask students how old they were when they learned to walk. Note that many children learn to walk when they're about a year old. However, some children will learn to walk earlier, some later.

Ask students how they moved around before they could walk. Point out that most children crawl, but some scoot on their bottoms and some pull themselves around by holding onto furniture.

Ask students when they started talking. Tell students that many children begin to say simple words about age one. Babies may make many sounds earlier that sound like words. Emphasize that different children learn to do things at different times.

Discuss babies' feelings and body talk. Remind students of the lessons on communication and body talk in the first unit.

Ask students when they got their first teeth. Ask what they ate before they had teeth. Explain that babies first drink milk or water because they don't have any teeth to chew food. Add that as they get older, many babies begin to eat soft, mushy foods. They might eat pureed cereal, fruits or vegetables. When children get their first teeth, usually when they are six to eight months old, they may begin to eat finger foods, foods that they can grab, such as crackers and small pieces of fruit, cheese, etc.

You may also want to discuss the baby pictures on the **When I Was a Baby** worksheet. Note that some babies have brown eyes, some have blue, and that the color of some babies' eyes changes as they grow. Also note that some newborn babies have a lot of hair while some have very little.

■ Write LOOK AT ME—THEN AND NOW on the board. Tell students this is the title for the booklets they are going to make about themselves and how they grew.

Distribute construction paper and art supplies. Tell students to make covers for their booklets. Ask them to copy the title on the board and draw a picture to decorate the cover. Remind students that the **When I Was a Baby** worksheet goes in this booklet.

Tell students to save the cover and the worksheet until it's time to put the booklet together. Explain that they will be adding more pages to the booklet in another lesson. *Note:* You may want to collect the covers and the worksheets to save for students.

Evaluation

Assess students' comments in the class discussion about babies for their ability to identify characteristics of infants.

Home/Family Involvement

Students ask their families questions about when they were babies. They may also ask for baby pictures.

Suggest that students bring to class pieces of clothing that they wore as babies (optional).

Follow-Up/Extension

Play the Magic Scarf game. Have students complete this sentence: The most interesting thing I learned about when I was a baby was....

Compare the information on the "What Babies Can Do" chart with facts about elephants' growth and development. (See **Elephant Babies *Teacher Background Information.)***

Visit a farm or zoo (in the spring) or have someone bring a baby animal to class. Compare the growth and behavior of human and other animal babies.

Challenge students to guess how much elephants weigh at birth (200 pounds) and at age seven (more than 1,200 pounds). Compare humans' and elephants' weights. For example: At birth, elephants weigh about as much as all the children in the class weighed together when they were born or as much as three or four students weigh now.

Suggested Resources

Baby Basics: Children's Activities in How Life Begins. E. Raptis Picco. Santa Cruz, CA: ETR Associates. This book of activities and projects introduces children to the concepts of reproduction, growth and development.

Before You Were Three. E. Levy and R. Harris. New York: Delacorte Press. This book includes anecdotes and photographs about the first three years in the life of a boy and a girl—how children learn to walk, talk, explore and have feelings.

Did the Sun Shine Before You Were Born? S. Gordon and J. Gordon. Fayetteville, NY: Ed-U-Press.

Growing Story. R. Krauss. New York: HarperCollins. This is a charming story about a little boy who watches plants and animals around him grow, but doesn't realize he is growing until he puts on last winter's jacket.

Infants and Mothers. T. B. Brazelton. New York: Dell.

Making Babies: An Open Family Book for Parents and Children Together. S. Stein. New York: Walker & Co.

So That's How I Was Born! S. Perl. New York: Simon and Schuster.

Talking with Your Young Child About Sex. Santa Cruz, CA: ETR Associates. This supportive pamphlet helps parents talk about sexuality with young children in a comfortable, personal manner.

When Sex Is the Subject: Attitudes and Answers for Young Children. P. M. Wilson. Santa Cruz, CA: ETR Associates. This accessible handbook helps teachers, parents and other caregivers discuss sexuality with children with sensitivity, comfort and confidence.

Where Do Babies Come From? M. Sheffield. New York: Knopf.

TEACHER

Elephant Babies

Teacher Background Information

A New Baby

A pregnant elephant seeks out an older cow to stand by her when the baby finally arrives, after a gestation period of almost two years (about 21 months). The "auntie" stands guard during the birth, charging anything that comes near. The newborn calf weighs about 200 pounds; it can stand on its wobbly legs just a few minutes after birth.

Bringing Up Baby

Elephants are very affectionate toward their young. They support the young elephants while they cross water, and tear down green branches that are too high for the young to reach. They also discipline the young for disobedience.

One afternoon a calf wandered away from a small herd of cows and calves, down toward a channel of water. One of the cows screamed a warning to the calf, but the calf ignored her, shuffling along the bank like a small boy seeing how close he could get to the edge. Suddenly, the bank gave way under him, and with a terrified shriek, the calf fell into the water.

The four cows in the herd whirled, ears cocked, then thundered down to the channel, reaching out to the calf with their trunks. But the calf, wallowing out of his depth, was too panicked to reach them.

So two of the cows knelt on the bank, while the other two lowered themselves carefully into the water. The two in the water, grunting encouragement to the sputtering calf, got their tusks under him and lifted him toward the two cows on the bank, who dragged the calf to safety.

The calf's mother drew him close, chirruping and squeaking as she anxiously felt all over him with her trunk while he huddled against her, whining and blowing water. When she was convinced that her calf had come to no harm, she gave him a tremendous wallop with her trunk and, screeching with anger, chased him away from the water.

Adapted from *Marvels & Mysteries of Our Animal World*. Copyright © 1964 The Reader's Digest Association, Inc. Reprinted by permission.

Name ______________________________

When I Was a Baby

LESSON

10

Talking to Toddlers

Objective

Students will be able to describe differences between infants' and toddlers' behavior.

Time

One class period.

Overview

This lesson is also designed to enhance students' self-esteem while teaching them about early childhood growth and development. The comparison of infant and toddler behavior with students' present abilities helps build their sense of competence.

After a brief preparation period, the lesson begins with a visit by toddlers and their parents or caregivers. In small groups, students observe the toddlers' behavior. After the visit, they discuss their observations.

Note: The observation of toddler behavior provides a wonderful, experiential learning opportunity for students. However, it may be difficult to implement. Feel free to adapt this activity to meet the needs of your class.

Integration

Art, language arts, science, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Cloth tape measure or yardstick to measure toddlers.
- ✓ Paper and marker to outline toddler's foot and hand.
- ✓ "What Babies Can Do" list, from Lesson 9.

COPY:

- ✓ **What a Toddler Does** worksheet, for one-third of the class.
- ✓ **How a Toddler Communicates** worksheet, for one-third of the class.
- ✓ **What a Toddler Looks Like** worksheet, for one-third of the class.

PREPARE:

- ✓ Contact the parents or caregivers of three toddlers (possibly siblings of students in your class) and arrange for a class visit. Explain that students are learning about early childhood growth and development. Tell parents that you would like to have the toddlers spend about fifteen to twenty minutes with the class (with the parents also in attendance).

  Explain that students will be divided into small groups to observe and play with the toddlers and ask questions of the parents. Tell parents that students will be interested in the toddlers' daily habits, appearance and size, as well as in how they communicate.

Ask parents to bring in objects that are part of the toddlers' daily lives, e.g., toys, books, snacks, diapers.

✓ Ask a parent or other volunteer to videotape or take photos of the visit (optional).

✓ Arrange for classroom helpers to work with the small groups (optional).

REVIEW:

✓ Milestones in Early Childhood Development *Teacher Background Information*.

Procedure

■ Before the toddlers' visit, divide the class into three or more small groups. Tell students different groups will be observing different things about the toddlers who will be visiting. Give each group a different worksheet, either **What a Toddler Does, How a Toddler Communicates** or **What a Toddler Looks Like.**

Tell groups to discuss any other things they would like to learn about their topic and write a few more questions on the worksheet. You may want to suggest that each group member should be responsible for finding the answer to a different question. Explain that when the toddlers visit, each group will have a chance to observe one of the toddlers and ask questions of the toddler or the toddler's parent.

Explain to students that they will need to talk quietly and move slowly when the toddlers visit, so they won't scare them. Ask students for any other ideas about how to behave around a toddler.

Review the ABCs of Communication:

- Always speak clearly.
- Be a good listener.
- Check it out.

Tell students these guidelines will help them communicate with the toddlers, too.

■ When the toddlers and parents arrive, introduce them to the whole class. Then have each small group meet with one of toddlers and her or his parent. *Note:* If you have classroom helpers to work with each group, you may want to ask them to record the group's questions and observations.

When groups have finished their observation, gather the class to say thank you and goodbye.

■ Lead a class discussion of the visit and the groups' observations. Write student's observations on a list near the "What Babies Can Do" list. Title this list "What Toddlers Can Do." (Save both lists for use in Lesson 11.) Discuss differences between babies and toddlers.

Evaluation

Assess students' participation in small groups and in class discussion for their ability to describe differences between infants and toddlers.

Home/Family Involvement

Classroom helpers can work with small groups during the toddler visit.

Follow-Up/Extension

Have the class write thank-you notes to the parents and toddlers. You may want to ask them to visit again.

Suggested Resources

Before You Were Three. R. Harris and E. Levy. New York: Delacorte Press.

The Magic Years. S. Fraiberg. New York: Macmillan. This book has wonderful anecdotes and insightful information about social, psychological and cognitive development of children during their early childhood years.

Toddlers and Parents. T. B. Brazelton. New York: Doubleday. This book includes descriptions and photographs about the development of toddlers, and suggestions for parenting.

Milestones in Early Childhood Development

Teacher Background Information

Newborns (0–3 months) have poor muscle coordination and communicate by crying. Although they have a limited diet and drink mostly milk, they will double in weight by age five months.

Infants (3–18 months) experience rapid growth in height and weight; an infant will usually triple its birth weight by age one. At this stage, children learn to hold objects, sit, crawl and walk. First teeth usually appear at six to eight months.

Infants eat a variety of foods. Solid and table foods are added to their early diet of milk. They wear diapers and continue to sleep a lot.

Infants begin to understand words and to use sound and some words. They are typically attached to their primary caregivers and show little interest in other children.

Toddlers (18 months–3 years) are able to eat most foods; they learn to feed themselves. They usually walk well and learn to run. They also learn to talk. Most toddlers continue to take a nap. Children are usually toilet trained at this stage.

Toddlers show increased interest in other children and will play alongside them.

Preschoolers (3–5 years) learn to jump, hop and skip. They begin to develop small motor coordination and learn to dress themselves, handling zippers and buttons. They can draw recognizable pictures of people, objects and shapes and are beginning to learn colors, numbers and letters. At this stage, children have all their baby teeth.

Preschool children are beginning to be aware of the feelings of themselves and others. They begin to share and take turns.

Name ______________________________

What a Toddler Does

Toddler's Name ______________________________

1. What time does the toddler get up? ____________________

2. What time does the toddler go to bed? ____________________

3. What does the toddler eat? ____________________

____

4. What toys does the toddler play with? ______________

____

Other questions: ______________________________

____

____

____

____

____

Name ______________________________

How a Toddler Communicates

Toddler's Name ______________________________

1. Can the toddler talk? ______________________________

2. Can the toddler understand what the parent says? ____________

3. How does the parent tell the toddler what to do? ____________

____

4. Does the toddler smile or wave good-bye? ____________

____

Other questions: ______________________________

____

____

____

____

____

Name ____________________________

What a Toddler Looks Like

Toddler's Name ____________________________

1. How tall is the toddler? ____________________________

2. Trace the toddler's foot or hand on this page.

Other questions:

____

____

____

LESSON

11

We Can Do More

Objective

Students will be able to illustrate abilities acquired through growth and development.

Time

One class period.

Overview

Information from this and the previous lessons on early childhood provides the basis for a comparison of abilities that helps build students' sense of competence and self-esteem.

Students review their observations about the development of eating, communication, movement and other abilities in infants and toddlers.

They list their own abilities to note how much they have learned and grown. They then complete a final page for their *Look at Me—Then and Now* booklets.

Integration

Art, language arts, math, science, social studies.

Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.
✓ "What Babies Can Do" list, from Lesson 9.
✓ "What Toddlers Can Do" list, from Lesson 10.
✓ Staples or paper fasteners.
✓ Pocket mirrors, one for each pair of students (optional).

COPY:

✓ **Now I Can** worksheet, one for each student.
✓ **This Is Me Now** worksheet, one for each student.

PREPARE:

✓ Title a long piece of chart paper "What We Can Do."

Procedure

■ Draw students' attention to the lists from Lessons 10 and 11, "What Babies Can Do" and "What Toddlers Can Do." Discuss the similarities and differences between what students could do as babies and toddlers and their abilities now.

Begin a new list titled "What We Can Do." Tell students that they're going to list the things they can do now. Ask students if they can still do

any of the things on the other lists. (They should be able to do all the things.) Write these abilities on the chart paper.

- Then ask students what they can do that babies and toddlers can't do, e.g., read, ride a bicycle, brush their teeth, sing, add and subtract, tie shoes, whistle, snap fingers, etc. Try to include on the list some things students have learned about health thus far, e.g., give Soft Snugglies, handle anger without hitting.

When students run out of ideas, compare the three lists. Ask students what they notice about the "What We Can Do" list. (It's much longer than the others.) Emphasize that as we grow, we learn to do more and more.

Compliment students on their varied talents. Point out that they will continue to learn and grow if they try hard, ask questions and observe the world around them.

- Distribute the **Now I Can** worksheet and art supplies. Tell students to draw one or two pictures in the box of things they can do now that they couldn't do when they were babies. Tell them to write a sentence or two to go with the pictures.

- Distribute the **This Is Me Now** worksheet. Give pairs of students small pocket mirrors (optional). Tell students this is the last page for their *Look at Me—Then and Now* booklets.

Tell students to draw a picture of how they look now on the worksheets. Suggest that they look in the mirror as they draw.

- Have students add the **Now I Can** and the **This Is Me Now** pages to their *Look at Me—Then and Now* booklets. Complete the booklets, and encourage students to take them home to share with their families.

Evaluation

Assess students' responses in class discussion and their work on the **Now I Can** and **This Is Me Now** worksheets for their ability to illustrate how they have grown and developed skills.

Home/Family Involvement

Students take their *Look at Me—Then and Now* booklets home to share with their families and friends.

Follow-Up/Extension

Write a short personal note that recognizes the work students have done on the *Look at Me—Then and Now* booklets and how much they have grown and learned. Send the note home with students when they take home the booklets.

Make a bar graph of the similarities on the "What Babies Can Do," "What Toddlers Can Do" and "What We Can Do" lists.

Obtain a baby animal for a class pet, perhaps a gerbil, rabbit, white mouse or rat. Have the class watch and record how the animal grows and learns. Consider obtaining a pair of animals that will reproduce to teach students even more about growth and development.

Name ______________________________

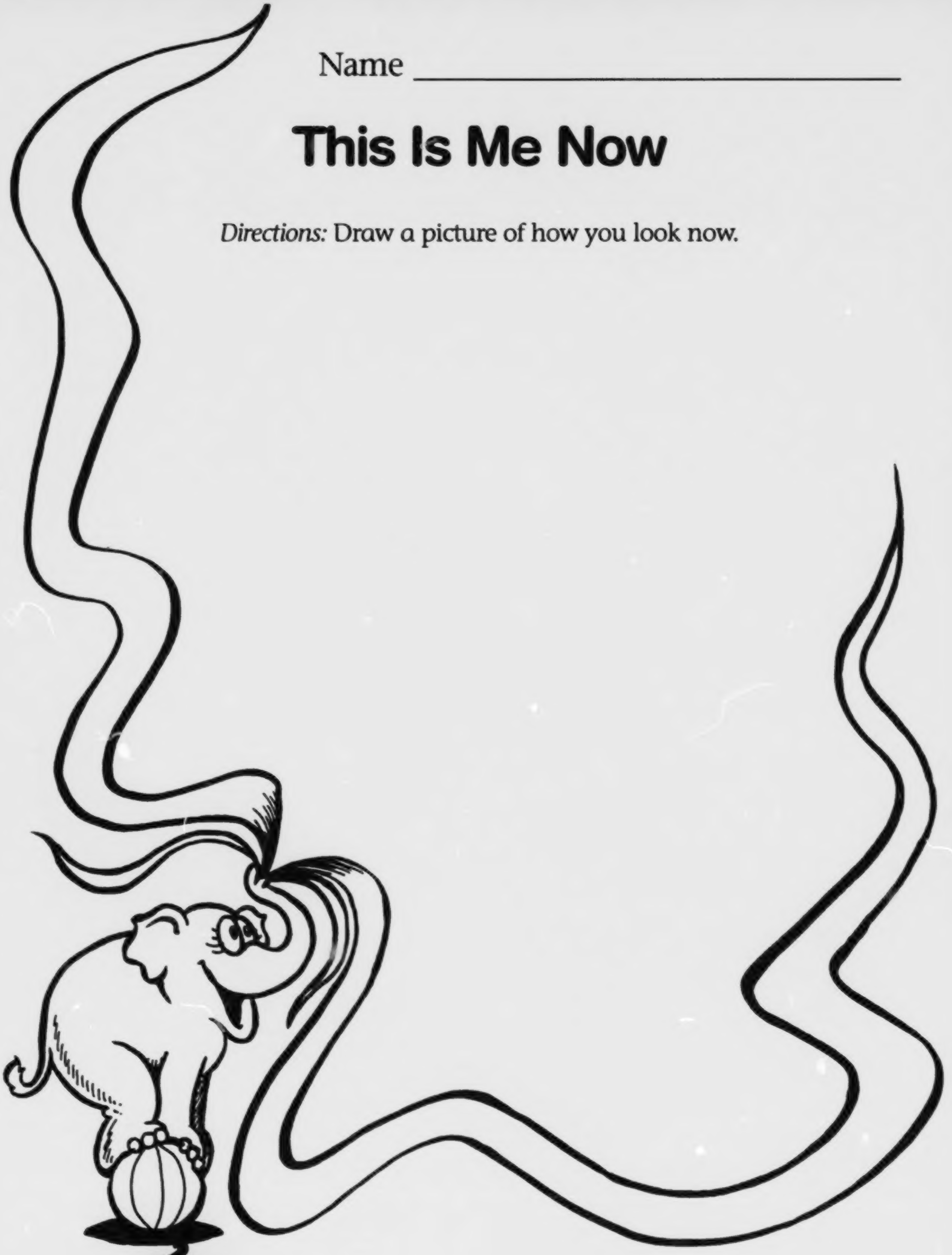
Now I Can

Directions: In the box, draw a picture of one or two things you can do now that you could not do when you were a baby. Write a sentence to tell what you are doing in the picture.

Name ______________________________

This Is Me Now

Directions: Draw a picture of how you look now.



LESSON

12

Coping with Family Change

Objective

Students will be able to identify family changes.

Students will be able to explain ways to cope with stress.

Time

Two class periods, with extra time for construction of puppets.

Overview

This lesson helps students become more aware of major family changes, changes that often cause stress. It also offers students some strategies for coping with the stress that results from family change. The lesson emphasizes communication as an important stress management technique.

To begin the lesson, students brainstorm events that are major family changes. Activities help students understand the effect of carrying around heavy feelings and the importance of coping with such feelings. Students then make elephant puppets and use them to practice the coping tools they've discussed.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Two laundry, duffel or tote bags. Label each "Feelings Bag."
✓ Large blocks or rocks, at least one for each student.
✓ Several small balloons or other lightweight but bulky objects such as paper cups.
✓ **How to Handle Stress,** an *Actions for Health* poster. (See example on teacher page.)
✓ Small paper bags, one for each student.
✓ Scissors and glue for students.
✓ Art supplies (crayons or markers) for students (optional).

COPY:

✓ **Elephant Puppet Patterns,** one for each student.

MAKE:

✓ Sample Elephant Puppets (Ellie and her friend). See **Elephant Puppet *Directions.***

PREPARE:

✓ Ask the school counselor to help you present this lesson (optional).

REVIEW:

✓ **Family Change and Childhood Stress *Teacher Background Information*.**

Procedure

■ Tell students that families change all the time. Some changes occur easily and don't cause strong feelings. For example: People learn to do new things. The house gets painted a new color. The cat has kittens.

Add that other changes are harder; they may cause very strong feelings. Sometimes these feelings may be good, sometimes they may be bad, and sometimes they may be both good and bad.

Remind students that they have been studying babies and toddlers. Explain that a new baby makes a big change in a family. Ask for volunteers to tell about how they felt when their families had a new baby (curious, happy, jealous, angry).

Ask students to brainstorm some other family changes. Explain that these don't have to be changes that have happened in the students' families, but just changes they know about.

Note: You may want to review class groundrules (see How to Use This Curriculum) before beginning the brainstorming. Be sure to protect students' right to privacy.

List student responses on the board under the title "Family Changes." (Save the list to use later in the lesson.) Be sure the list includes the following events:

- a new baby
- moving
- a family member or friend dies
- divorce
- marriage (or remarriage)
- new children added to the family (through adoption or foster care, stepchildren)

- a family member leaves (for school, job, marriage)
- a family member is sick

■ Show students the Feelings Bags, the blocks or rocks, and the balloons or paper cups. Tell students that the bags represent (stand for) the place where we keep feelings inside us.

Explain that the other objects represent feelings. Tell students the blocks (or rocks) represent upset or unhappy feelings and the balloons (or paper cups) represent happy, comfortable feelings.

Ask students to imagine how they might feel if their families changed in one of the ways listed on the chart. As students describe their feelings, write them on the chart next to the change they relate to, as follows:

- a new baby—happy
- moving—lonely
- divorce—angry

Then put an object that represents the feeling into one of the feelings bags. Put a block in one bag each time a student describes an upset feeling. Put a balloon in the other bag each time a student describes a happy or comfortable feeling.

When students have completed the list, ask for a volunteer to pick up the bags. Ask the student how the bag with the blocks feels (heavy). How does the other bag feel? (light)

Review the upset feelings the blocks (or rocks) stand for. Tell students that when we carry around feelings such as anger, sadness, anxiety or jealousy, we feel heavy or weighed down. Comfortable feelings such as happiness, surprise or joy are like the balloons (or paper cups); they don't weigh us down.

Tell students that *stress* is a word used to describe what we feel when we carry around heavy, upset feelings. Children (and other family members) may feel stress during times of family change.

■ Take all the objects out of the bags. Ask students to think about how a family or a classroom would work if everyone was carrying around heavy feelings and was feeling stress.

Give each student a block. Ask for a volunteer to walk around the class with one of the bags while students take turns putting blocks into it. Tell students to state an uncomfortable feeling as they put their blocks into the bag. *Note:* Students do not tell what change the feeling related to—they only identify the feeling.

When all students have put a block in the bag, ask the volunteer how the bag feels (heavy). Ask students what they think class would be like on a day when many of them are feeling upset. (There might be many fights, few smiles, yelling, not much work getting done.)

Ask what class would be like if students were feeling comfortable and light, like the balloons or paper cups. (Students might feel energetic, cooperative; they could get a lot done.)

■ Tell students that feelings affect how we behave. Heavy feelings can make it harder to cooperate as a class member or a family member. Ask students for some ideas about how to take care of the heavy feelings that cause stress so these feelings won't cause as many problems.

Ask a volunteer to take blocks out of the bag as students think of ways to handle stress. If students need help, remind them of the ways to handle strong feelings discussed in Lesson 6, Hitting Is Not OK.

■ Show students the **How to Handle Stress** poster. Explain that to handle stress, we need to know how we feel. Tell students that all feelings are OK; it's OK to feel angry, sad or confused as well as happy. When we understand how we're feeling, we can choose ways to handle the feelings.

Have the volunteer continue to take blocks out of the bag as you review the tools on the poster, one block for each tool.

- *Talk about it.* Suggest that students talk about their feelings with the person who's causing the stress, if possible, or with a friend or an adult whom they trust.

- *Take some quiet time out.* Use this time just for yourself—take a walk, read a book, listen to music, swing on a swing.
- *Draw or write about your feelings.*
- *Hold a pet or a stuffed animal.*
- *Exercise*—run, jump rope, punch a punching bag.
- *Talk to yourself.* Suggest some self-affirmations—I'm OK; I will feel better soon; I did not cause what happened.

Emphasize that communication is the most important tool for handling stress. Explain that we can communicate feelings with words, facial expressions or actions and gestures. Point out the tools on the poster that involve communication. (Talk about it; draw or write about your feelings.)

Ask the volunteer how the bag feels at the end of this discussion (much lighter). Remind students that the Feelings Bag and the blocks only represent (stand for) feelings; they're not real. Explain that learning to cope with stress and upset feelings is not as easy as taking blocks out of a bag; people need time and practice to learn to cope with feelings. Remind students that it's OK to cry when we feel upset.

■ Tell students they are going to practice using some of the tools they've been discussing. Point out the first suggestion, talk about it. Ask students how talking to a friend about upset feelings might help.

Remind students of what makes a good friend. Help them develop the following ideas:

- Friends are good listeners.
- Friends do things together.
- Friends can suggest other ways to handle the feelings.
- Friends can share stories about times when they've had the same feelings.

■ Pass out the **Elephant Puppet Patterns** and the small paper bags. Show students your completed sample puppets. Tell students these are Ellie and her friend. Distribute scissors and glue and go over the directions for making the puppets with the class. Distribute art supplies and have students decorate their puppets (optional).

■ When puppets are finished, group students in pairs. Tell students to work with their partners to develop a puppet play about how friendship can help us handle feelings.

Remind students of the "Family Changes" list on the board. Explain that pairs should choose one of the events on the list and make up a play about it for the elephant puppets.

Tell students that one partner should have the puppet act out what happened and tell how she or he feels, and the other student's puppet should be a friend or family member who wants to help. Tell students they will use their elephant puppets to present their plays to the class.

When students are ready, ask for volunteers to present their plays. After each play, discuss the feelings involved and the way they were handled. Did the friend help handle the feelings?

Evaluation

Assess students' work in the puppet plays and their participation in class discussion for their ability to identify stressful feelings and ways to cope with stress.

Home/Family Involvement

Have students practice the plays. Then invite family members to school to see a performance of the plays.

Follow-Up/Extension

Read a children's story about family change. (See Suggested Resources.)

Perform the plays for another class.

Suggested Resources

About Dying. S. B. Stein. New York: Walker & Co.

Annie and the Old One. M. Miles. Boston: Little, Brown.

Nana Upstairs and Nana Downstairs. T. DePaola. New York: Puffin Books.

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates.

Talking with Your Child About Death. Santa Cruz, CA: ETR Associates. This pamphlet helps parents understand and deal with children's questions and fears about death.

The Tenth Good Thing About Barney. J. Viorst. Hartford, CN: Atheneum.

When Grandpa Died. M. Stevens. Chicago: Children's Press.

Family Change and Childhood Stress

Teacher Background Information

Because of the important role teachers play in the lives of children, children may confide in them about family changes and other stresses. This is especially likely to happen during the lessons on family relationships.

Your primary role in responding to students' needs is to provide them with information and skills in academic areas, including health. But you also have a responsibility to notice students' behavior, to listen and be supportive of them and to inform staff, such as a counselor or a school nurse, who are trained to help them with emotional or physical problems.

Important Preparation

Careful preparation can help you discuss family changes and other stresses in the classroom. Begin by identifying your own feelings or beliefs about changes such as divorce or death. Are you capable of discussing these changes comfortably and objectively?

Familiarize yourself with common feelings and behaviors of children who are experiencing or have experienced family changes such as divorce or death. This sheet has additional information to help you.

If a student begins to disclose details of a personal or family problem during a general class discussion, gently let him or her know that you want to talk privately about this subject. After the class discussion is over, arrange a time to talk with the student.

Responding to Students

The following guidelines can help you respond to students who disclose information about family changes and other stresses:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about his or her concern or feelings.
- Validate the child's perceptions; let the child know that you believe what he or she is telling you.

- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Let the child know that she or he can't control or cure someone else's problem.
- Explain that healing takes time, but reassure the child that he or she will feel better.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- Follow district policy regarding referrals to the school counselor or other resources.

Be sure to contact parents or other family members to let them know that you are aware of their child's situation. Ask if there is anything they would like you to do (or not do) to support the child. Inform the principal, the guidance counselor or school nurse about your talk with the child.

Signs of Trouble

The following are some of the signs of children in trouble as a result of family changes or other stresses:

- drop in grades and/or effort in school
- frequent complaints of physical ailments, e.g., headaches, stomachaches with no apparent illness.
- mood changes—a normally cheerful child stops smiling or a quiet child becomes loud
- withdrawal from friends and classmates
- increased irritability or aggressive behavior

Major Stressors

The following family changes can cause major childhood stress:

- death of a parent
- divorce of parents
- separation of parents
- parent's jail term
- death of a close family member (e.g., grandparent)

- personal injury or illness
- parent's remarriage
- suspension or expulsion from school
- parents' reconciliation
- long vacation (e.g., winter break, summer vacation)
- parent or sibling sickness
- mother's pregnancy
- birth of new baby (or adoption)
- new school or new classroom teacher
- money problems at home
- death (or moving away) of close friend

Common Feelings

Many of these family changes are experienced as losses by children and result in similar feelings and responses. Divorce, death and birth of a sibling can cause similar feelings of loss, fear, confusion, guilt, anger and relief. The following discussion deals with some of the specific emotions related to each of these major events.

Divorce may be experienced as the loss of a parent and the family unit. It may include the loss of siblings, if custody is split, and loss of friends, if the child has to move.

Children experience fears over who will take care of them, and confusion about what will happen. They may also have feelings of guilt about causing the divorce. They may feel very angry at their parents for fighting and divorcing. They may also feel relieved if the divorce ends the fighting.

Death of a parent is particularly difficult for young children to handle because they usually see the loss of a parent as a loss of self. They have lost a person they love and a source which met their physical and emotional needs.

They may have fears of being left alone. They may fear that they will die, too, or that other people they care for will die.

Children may feel disbelief and confusion about the death. They may have fantasies about the reasons for death. They may feel confused about the permanence of death and what happens after death or believe that death only happens to "bad guys."

They may feel guilty and responsible for the death, worried that their angry feelings might have caused it. They may also feel angry at the person who died for deserting or rejecting them.

Children may have feelings of relief if the person who died has been in a lot of pain or required a lot of attention and care.

The birth of a sibling may result in feelings of loss due to the decreased amount of time a parent spends with the older child. Children may feel anger and resentment about the parent's decreased attention to them. Their feelings may include ambivalence about growing up and a desire to be a baby again and to be the primary focus of parental care. Children may also feel guilty about the angry and destructive feelings they have toward the baby.

How to Handle Stress

An Actions for Health *Poster*

HOW TO HANDLE STRESS

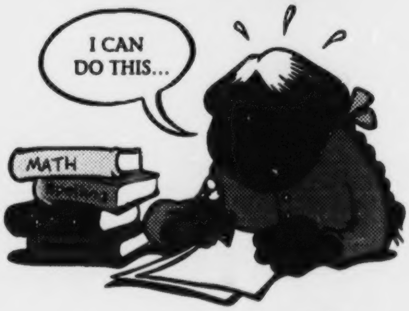
Talk about it.

Take some quiet time out.

Draw or write about your feelings.

Hold a pet or a stuffed animal.

Exercise.



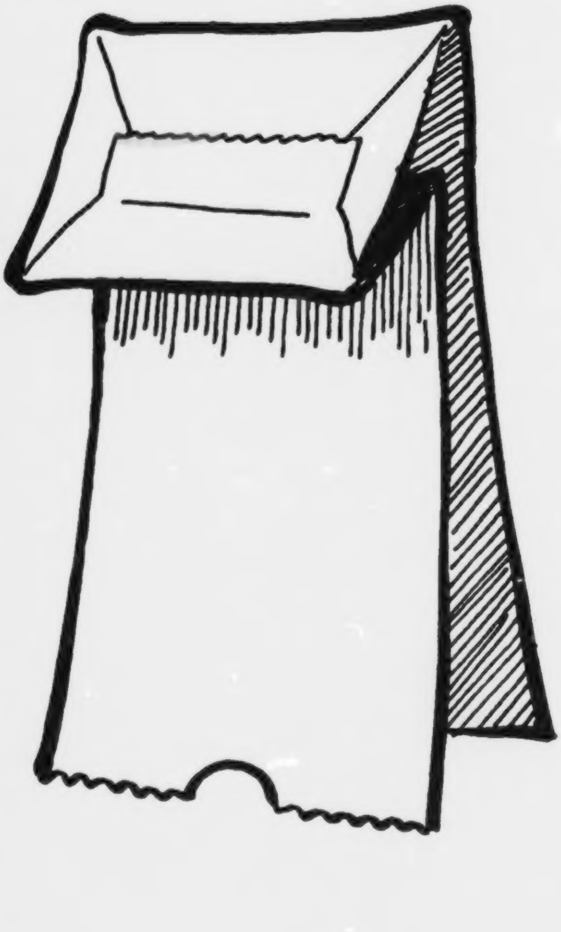
Talk to yourself.

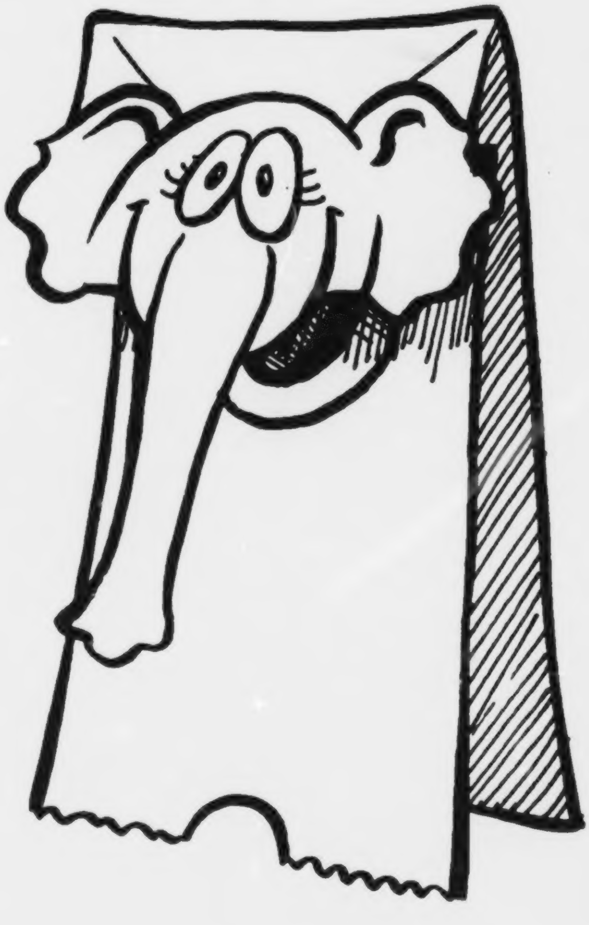
TEACHER

Elephant Puppet

Directions

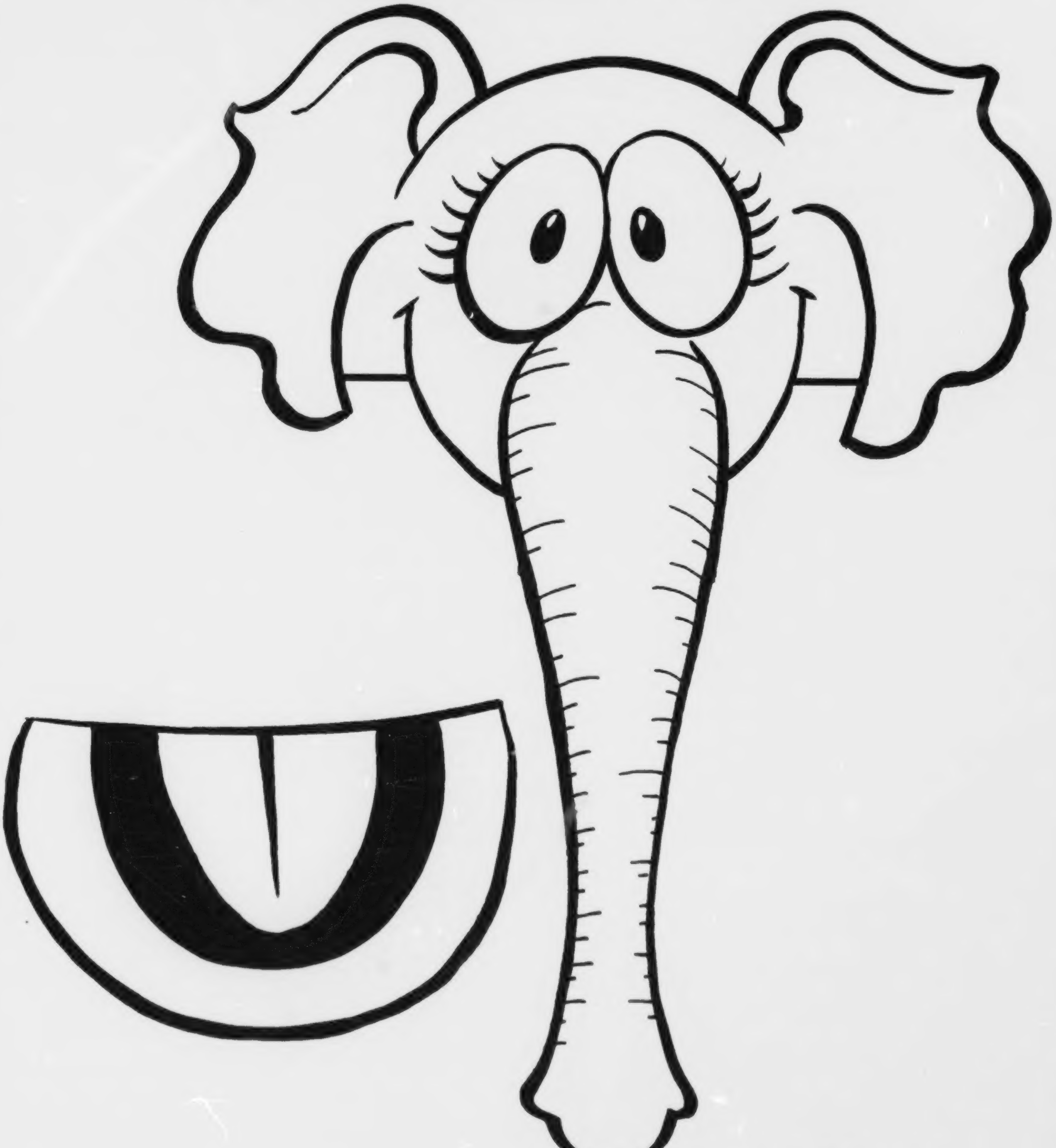
Cut out the **Elephant Puppet Patterns**. Glue the top of the head on the bottom of a paper bag. Glue the mouth part under the bottom flap of the bag, so mouth and head line up.





Name ____

Elephant Puppet Patterns



UNIT III

Communicating the Importance of Daily Health Habits

LESSON

13

The Body Adventure

Objective

Students will be able to explain the function of various body parts.

Time

One class period.

Overview

Unit III: Communicating the Importance of Daily Health Habits begins with a lesson that introduces students to some basic body parts and their functions. Students think about how their bodies move and discuss the body parts that contribute to movement. They work in small groups to read a story about a trip through the body and then present their part of the story to the class. A large body diagram helps students learn where the body parts are located. Students then discuss how they can take care of their amazing bodies.

Integration

Language arts, science.

Teacher Materials and Preparation

HAVE:
- ✓ Construction paper for students.
- ✓ Scissors and glue for students.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Glue stick or tape.

COPY:
- ✓ **The Great Body Adventure** story, one part for each group of students.
- ✓ **Body Part Patterns**, one copy of each pattern.

PREPARE:
- ✓ Enlarge **The Amazing Human Body** diagram.

REVIEW:
- ✓ **The Human Body *Teacher Background Information*.**

Procedure

■ Tell students that today they will be learning about their amazing bodies. Explain that first they will see how their bodies can move. Have students stand, and lead them in the following activities:

- Scratch your head with one hand and pat your stomach with the other.

- Hop up and down with both feet together ten times.
- Make a funny face.

Ask students what parts of their bodies allow them to do all these different movements (muscles). Ask students if they know what the strongest and most important muscle in their body is (heart).

Ask if they know about other parts of the body that help them move. Accept all responses. Be sure to list the following parts. Explain the function of any parts students can't explain.

- The *muscles* help the body move.
- The *heart* pumps blood throughout the body.
- The *bones* hold up the body.
- The *lungs* provide oxygen and remove waste from the muscles.
- The *teeth* break down food into pieces that can go down to the stomach.
- The *stomach* and *intestines* digest the food, which provides energy for movement.
- The *brain* gives directions to the muscles, the stomach and heart and all parts of the body.

Explain that all these parts of the body work as a team. The brain is the captain of the team.

■ Divide the class into six groups. Give each group a different part of **The Great Body Adventure** story and a pattern for the corresponding **Body Part**.

Give groups construction paper, scissors, glue and art supplies, and tell them to make a model of their **Body Part**. Tell them to glue the pattern to the construction paper, decorate it and cut it out. Explain that they will use this model to present their part of **The Great Body Adventure** story to the class.

Be sure each group member has a task. Possible tasks include:

- Making the model. Different students could decorate and cut out the model.
- Reading the story to the class. This task could include a narrator,

someone to read Mindy's lines and someone to read the body part's lines, depending on students' reading ability.

- Holding the model during the presentation. After the presentation, the model will be placed on **The Amazing Human Body** outline.

■ When groups have completed their preparations, have them present their portion of **The Great Body Adventure** story to the class in order (Part 1 to Part 6). As each group finishes its presentation, have one member of the group fasten the body part to **The Amazing Human Body** diagram using a glue stick or tape.

Help students place the body parts correctly. Be sure all body parts are labeled. (Save the diagram for use in other lessons.)

■ Discuss the story with students. Ask students to explain what amazing work the different body parts do. Point out the brain, the captain of the team. Emphasize how wonderful the body is and the wonderful things it does. Use **The Human Body *Teacher Background Information*** as a guide for this discussion.

■ Discuss how important it is to take care of our bodies, so they can do their best work. Ask students what they know about taking care of their bodies. Be sure the following points are included in the discussion:

- Get ten to eleven hours of sleep every night.
- Exercise regularly.
- Eat a variety of healthy foods daily.
- Brush your teeth at least twice a day.
- Wash your hands before you eat and after using the restroom.
- Talk about your feelings.
- Spend time with family and friends.
- Choose snack foods that are low in sugar, fat and salt.
- Wear a safety belt when riding in a car.
- Wear a helmet when riding a bike or skateboard.

Evaluation

Assess students' responses in **The Great Body Adventure** presentations and in class discussion for their ability to explain the function of body parts.

Home/Family Involvement

Encourage students to talk about the healthy behaviors discussed in class with family members.

Suggested Resources

The Organic Puppet Theatre Health Activities Book. T. L. Schultz and L. M. Sorenson. Santa Cruz, CA: ETR Associates. This book has simple descriptions of body organs and directions for making body organ puppets for children to play with as they learn about their bodies.

Our Bodies, Our Cells: Children's Activities in Body Systems. M. Cahn. Santa Cruz, CA: ETR Associates. This book of activities for children includes discussion of some body parts and their functions.

The Human Body

Teacher Background Information

Muscles

Muscles move the body. We can control many of these muscles (voluntary muscles). Other muscles are used in digestion and breathing. They work automatically (involuntary muscles).

There are more than six hundred skeletal muscles in the body. We have the same number of muscles throughout our lives. Muscles make up half of the body weight.

Muscles work in pairs. Muscle cells grow bigger and stronger as the rest of the body grows and as they are used more.

Heart

The heart is about the size of a fist and weighs about one pound. It is the strongest muscle.

Students in elementary grades have five to six pints of blood circulating in their bodies. Blood goes out from the heart, around the body, and back to the heart again in less than a minute.

Blood flows through the body in vessels—arteries, veins and capillaries. The size of the heart and rate of heartbeat are related to the size of the body. A child's heart beats 75–100 times per minute. An elephant's heart beats 25 times per minute.

Bones

The adult skeleton is made of 206 different bones. Like the frame of a house, bones support the body, allowing us to sit and stand upright. Like the walls of a house, bones protect us. The hard skull, for example, protects the soft brain; the ribs protect the lungs and heart. Bones also help the body move.

Lungs

Humans have two lungs. Lungs provide the body with oxygen and get rid of carbon dioxide and other waste gases.

The lungs are like an upside down tree with a trunk (windpipe), branches

and twigs. At the ends of the twigs, there are microscopic balloons (alveoli, or air sacs). Little hairs (cilia) help keep the lungs clean.

The diaphragm is a large muscle that helps the lungs expand and contract, breathe in and out.

Teeth

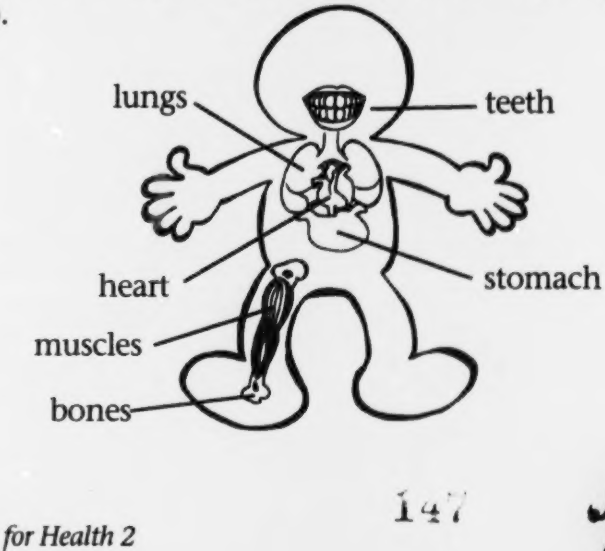
Teeth help us chew food and talk. Different teeth have different shapes, to help tear, crush and grind foods and make them easier for our stomachs to digest. Teeth help us make many of the sounds we use to communicate. When we lose some teeth, we may have trouble saying certain words.

Stomach and Intestines

When food is swallowed, it passes down a long tube (the esophagus) into the stomach. Special juices in the stomach break the food down into smaller pieces, and the walls of the stomach move in and out, mashing the food into a thick liquid. The food then passes into the small intestine, which is shaped like a long, coiled rope. Nutrients are absorbed through the wall of the small intestine, and the waste that remains continues through the large intestine on its way out of the body.

Brain

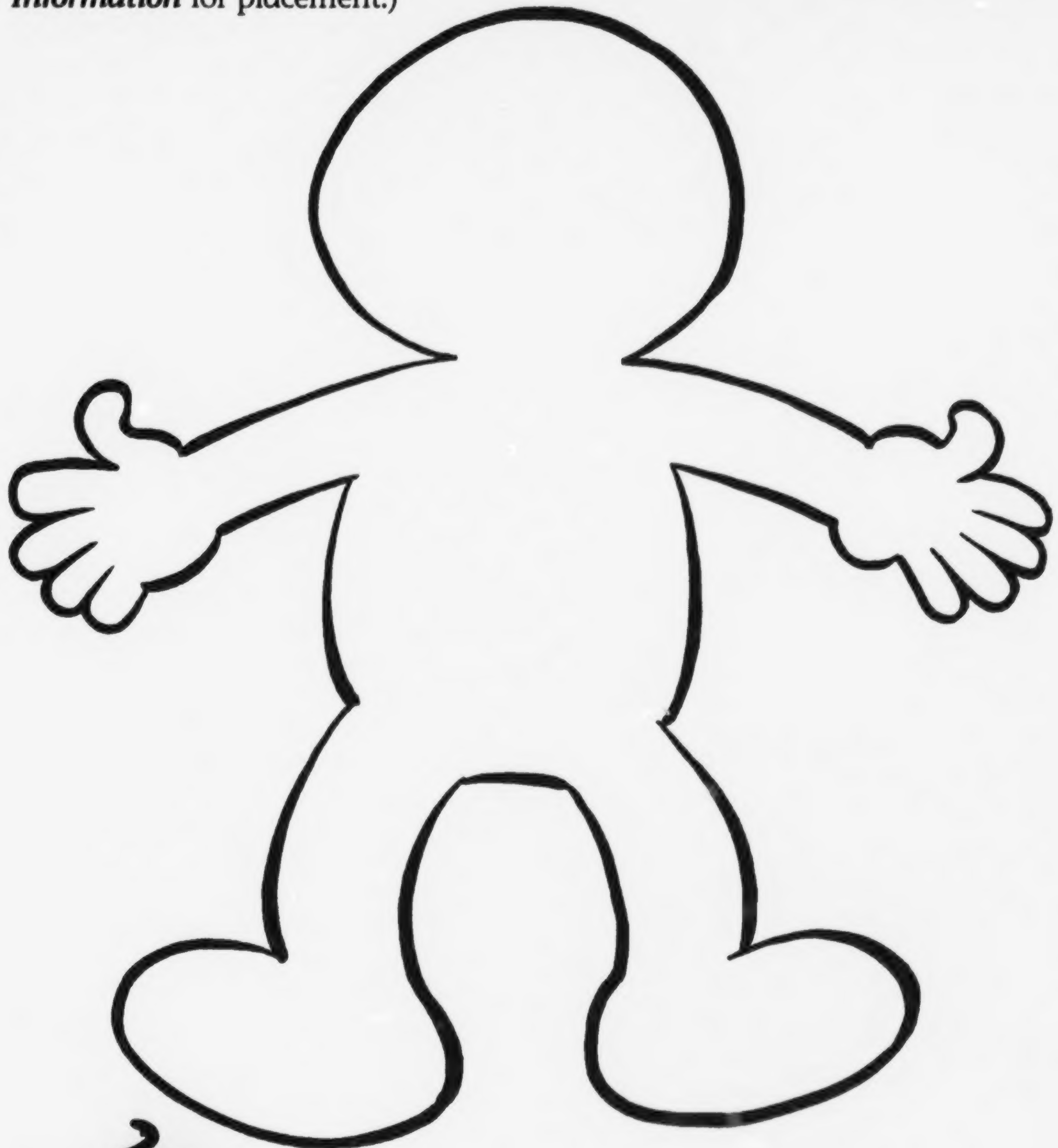
The brain is the body's control center. Nerve endings in the eyes, ears, mouth and skin send signals to special centers in the brain. Thinking, learning and remembering all take place in the brain. In addition, the brain directs the body's movements, both those that require thought and those that occur involuntarily (breathing, digesting, circulating blood).



TEACHER

The Amazing Human Body

Directions: Copy the diagram onto a large piece of butcher paper and display it in class. The diagram should have room for students to paste the **Body Part** models they make on it. (See **The Human Body *Teacher Background Information*** for placement.)



The Great Body Adventure

Part 1—Teeth

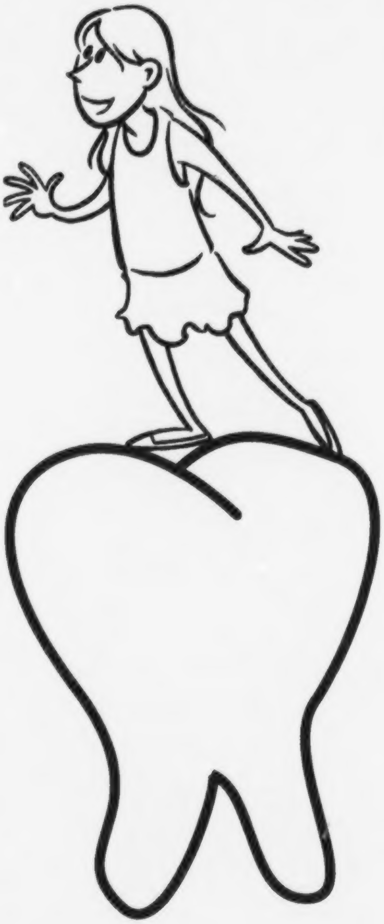
Mindy is special. She is so tiny that she can go inside the human body. One morning, Mindy jumped into the mouth of Miguel when he was yawning. She landed on a big white thing.

"Wow, this thing is shiny and smooth," Mindy said. "It looks like a pearl."

"What did you say?" a loud voice asked.

Mindy jumped. "Who said that?"

"We are called teeth," said several voices. "We help Miguel talk, smile, bite and chew."



TEACHER

The Great Body Adventure

Part 2—Lungs

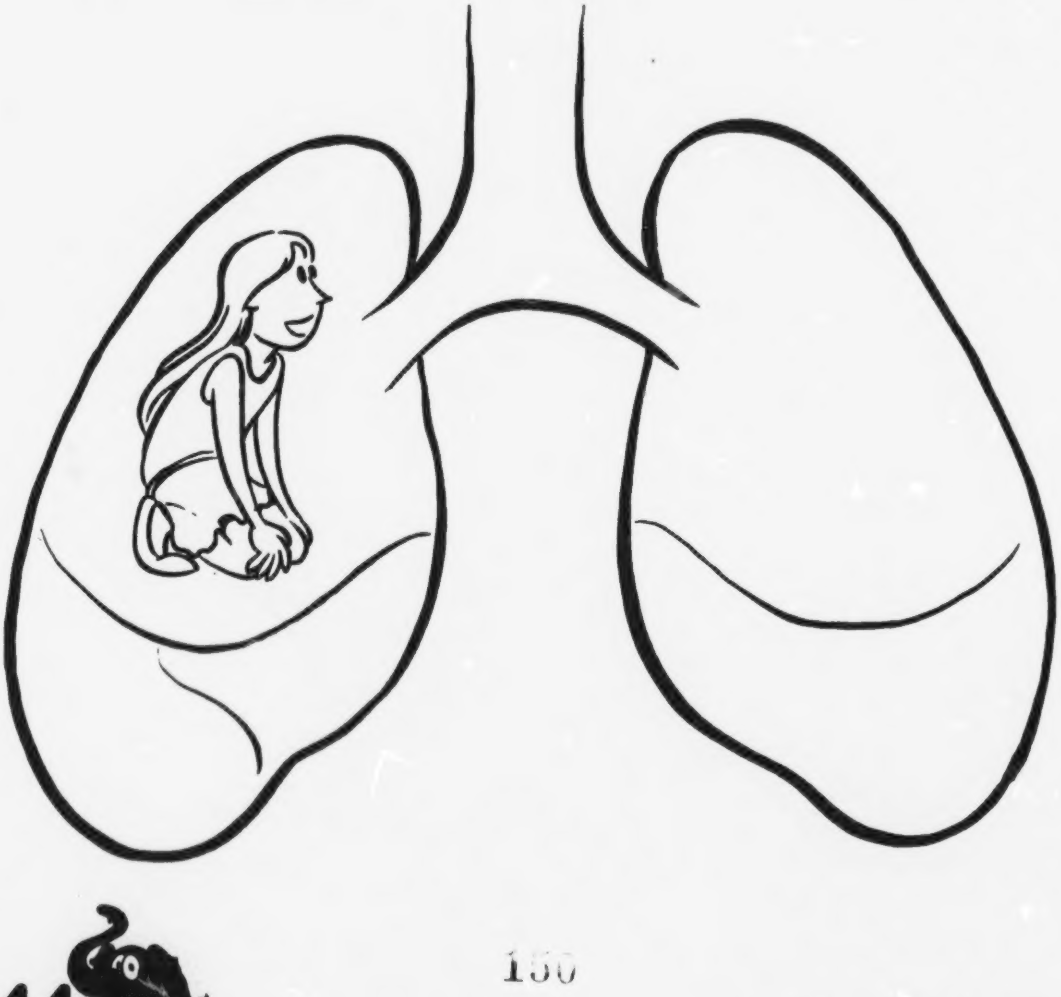
Mindy jumped off the shiny white tooth. She slid down a long pink tube. The tube had many branches. Mindy went right and then left. Then she went left and right again. She was in a warm room filled with balloons.

"This is fun," Mindy said. "I wonder where I am."

"We are the lungs," a soft voice whispered. "We help Miguel breathe."

Mindy wanted to see what was on the other side of the room's walls. Just then a red, round thing floated by.

"Oh," Mindy said. "That looks like a big Frisbee. I think I'll take a ride."



TEACHER

The Great Body Adventure

Part 3—Heart

Mindy hopped on the red, round thing. She rode through a tunnel filled with many red, round things. She rode right into a big room with red walls.

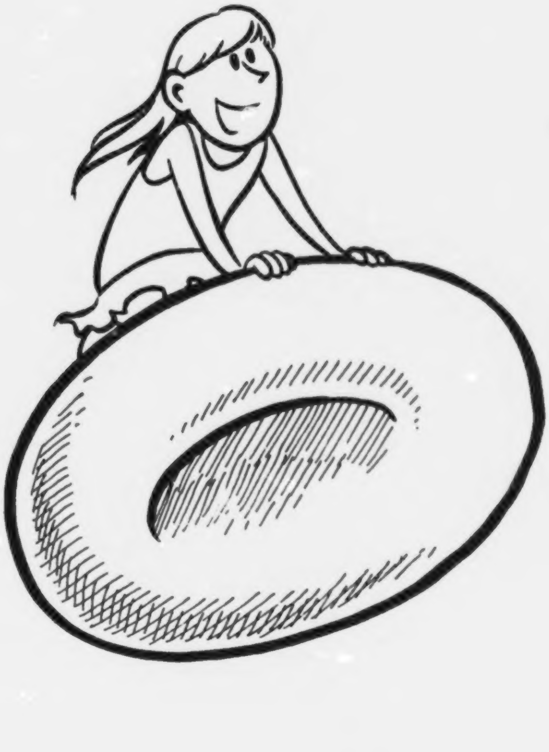
"Hello," Mindy said. "Is anybody home?"

"Who's there?" a deep voice asked.

"My name is Mindy," she said. "Where am I?"

"I am Miguel's heart," the voice answered. "I pump the blood through his body. You are riding on one of his red blood cells. Hang on. You can go for a ride around his body."

A door opened in the big room, and the blood cell zoomed out.



The Great Body Adventure

Part 4—Bones

Mindy held on tight. The blood cell went through a big tunnel. Then it went into smaller and smaller tunnels. It bumped into something hard.

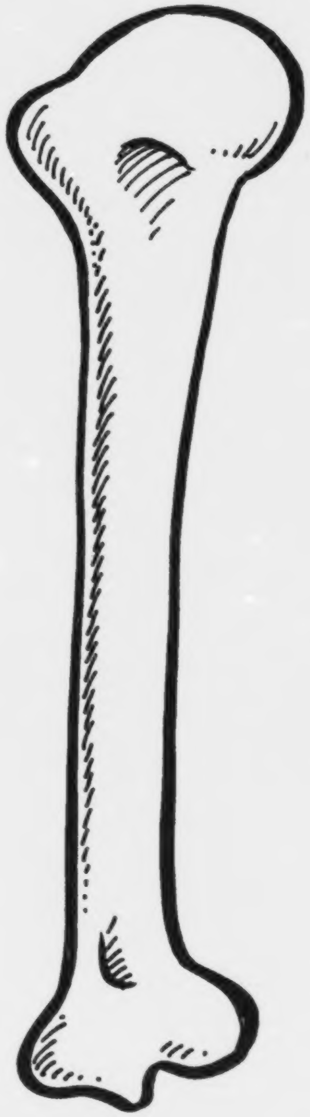
"What's that?" Mindy asked.

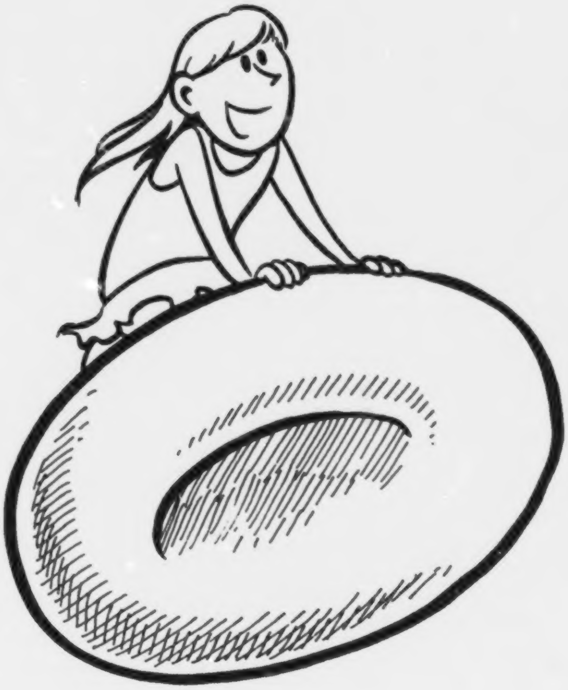
"I'm a bone," a gruff voice said. "A red blood cell should know about bones."

"But I'm not a red blood cell," Mindy said. "I'm just riding on one. What do you do?"

"The other bones and I hold up Miguel's body," the voice said.

"That sounds like an important job," Mindy said.





The Great Body Adventure

Part 5—Muscles

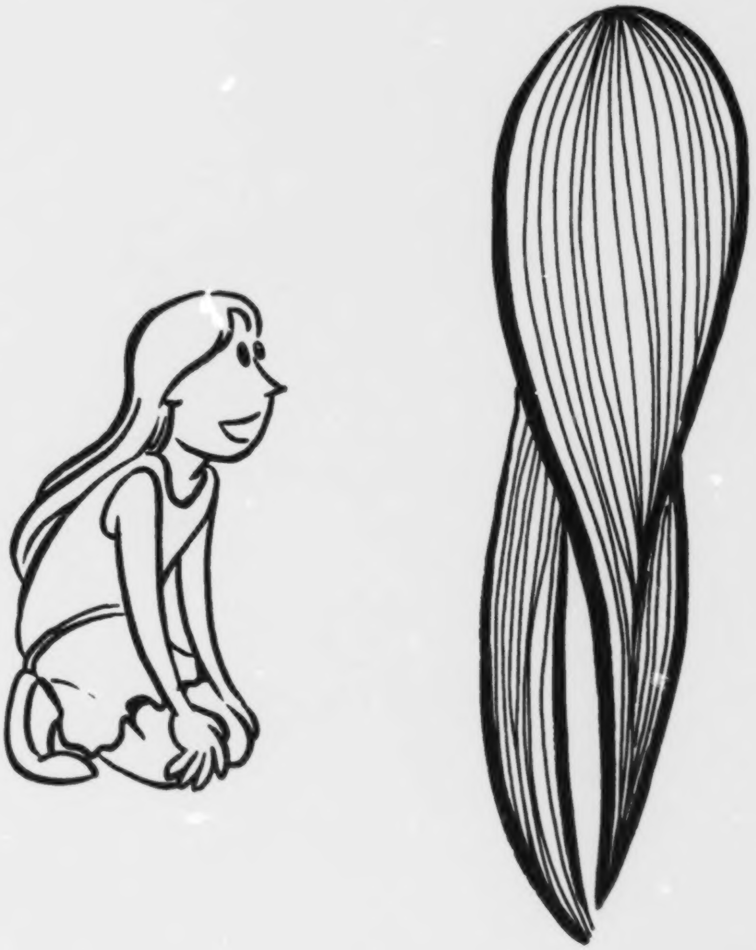
Mindy hopped off the blood cell to look at the bone.

"What are these red things all around you?" she asked.

"We are the muscles that move the bones," a smooth voice said.

"You must be very strong," Mindy said. "It must be hard work to move those big, heavy bones."

"We are very strong," the voice said. "We love to work. The harder we work, the stronger we get."



TEACHER

The Great Body Adventure

Part 6—Stomach

Mindy hopped on another red blood cell as it went by. She rode it through another tunnel to a big, flat place. She hopped off and began to walk from one end to the other. It was very slippery.

Suddenly, she slipped inside. The walls were wavy, and the place was very noisy.

"Hello," Mindy called. The place she was standing on moved.

"Who's there?" a gurgly voice said.

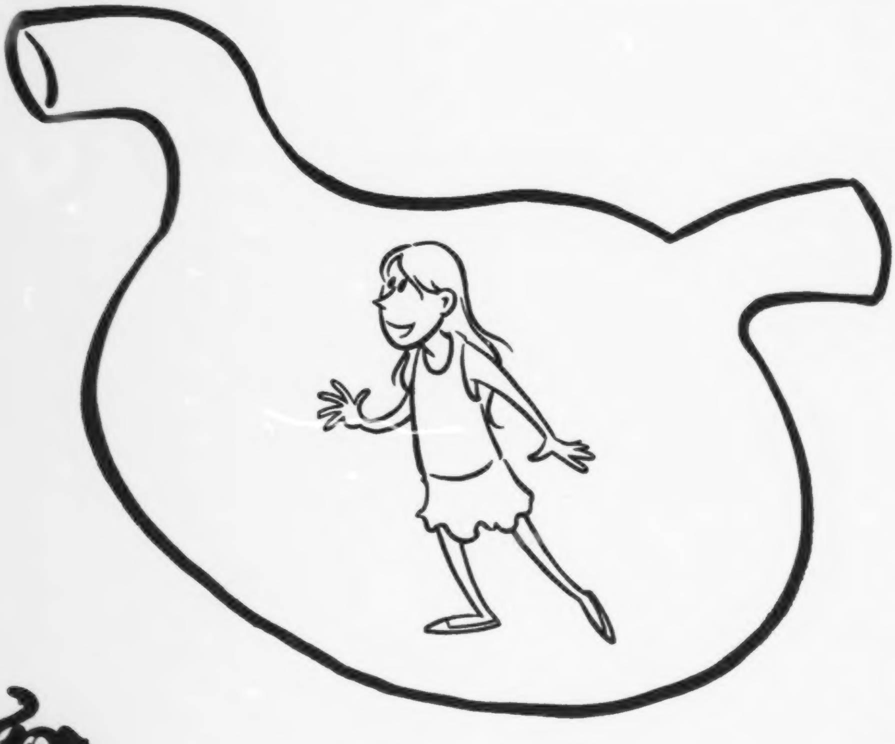
"I'm Mindy," she said. "Who are you?"

"I'm Miguel's stomach," the voice said. "I break the food he eats into little pieces. Then his body can use the food to get energy."

"Why is it so noisy in here?" Mindy asked.

"I'm helping Miguel digest his lunch," the stomach said.

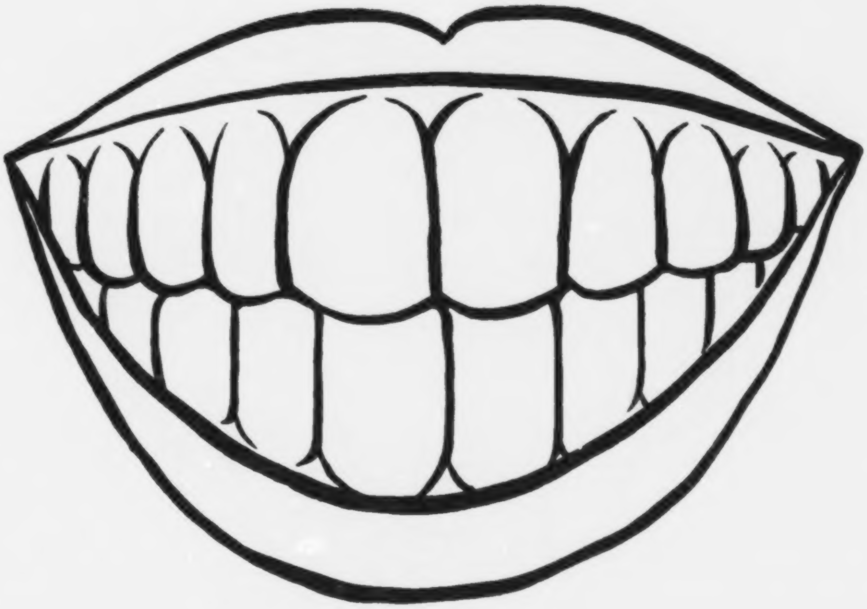
"Is it lunchtime already?" Mindy asked. "That must be why I am so hungry. I had better go."



TEACHER

Body Part Pattern 1

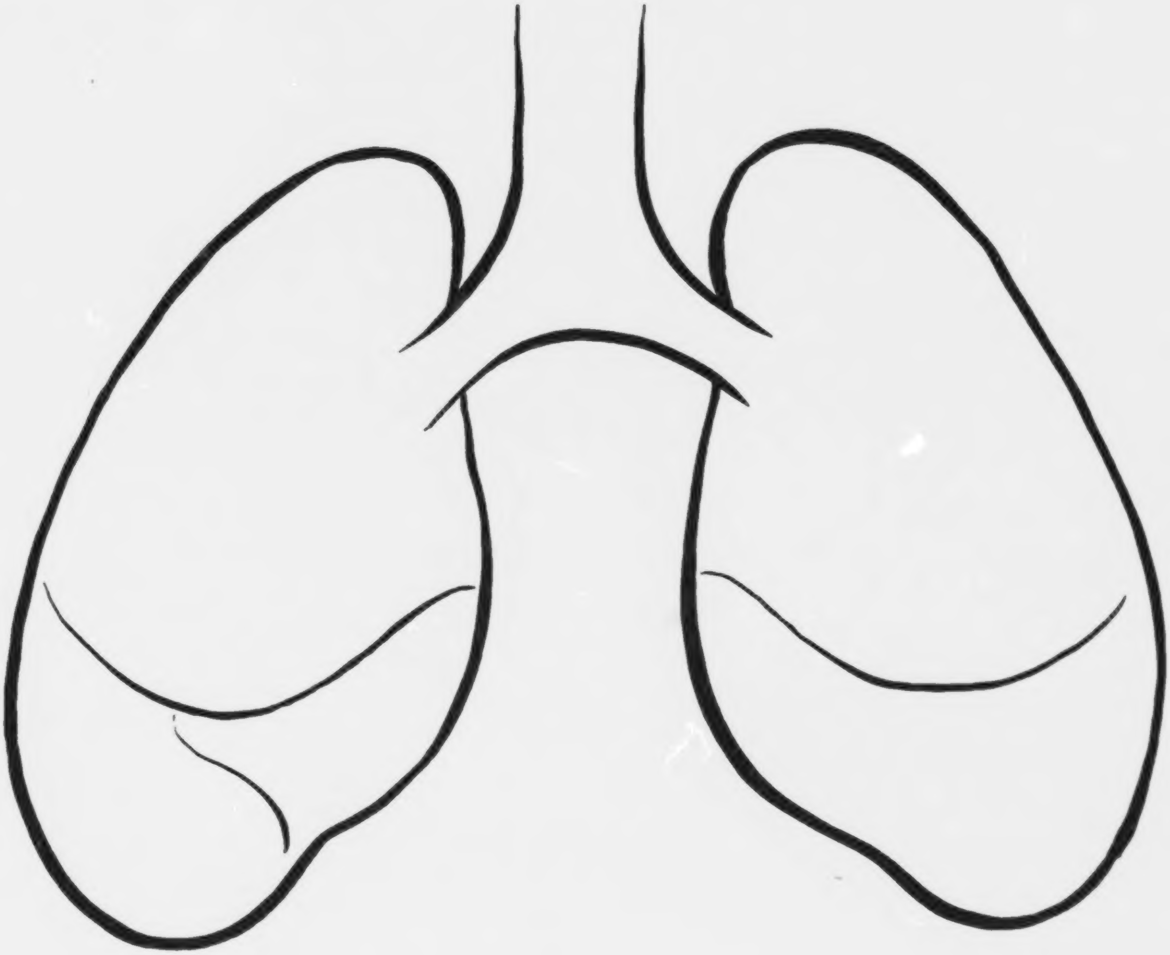
Teeth



TEACHER

Body Part Pattern 2

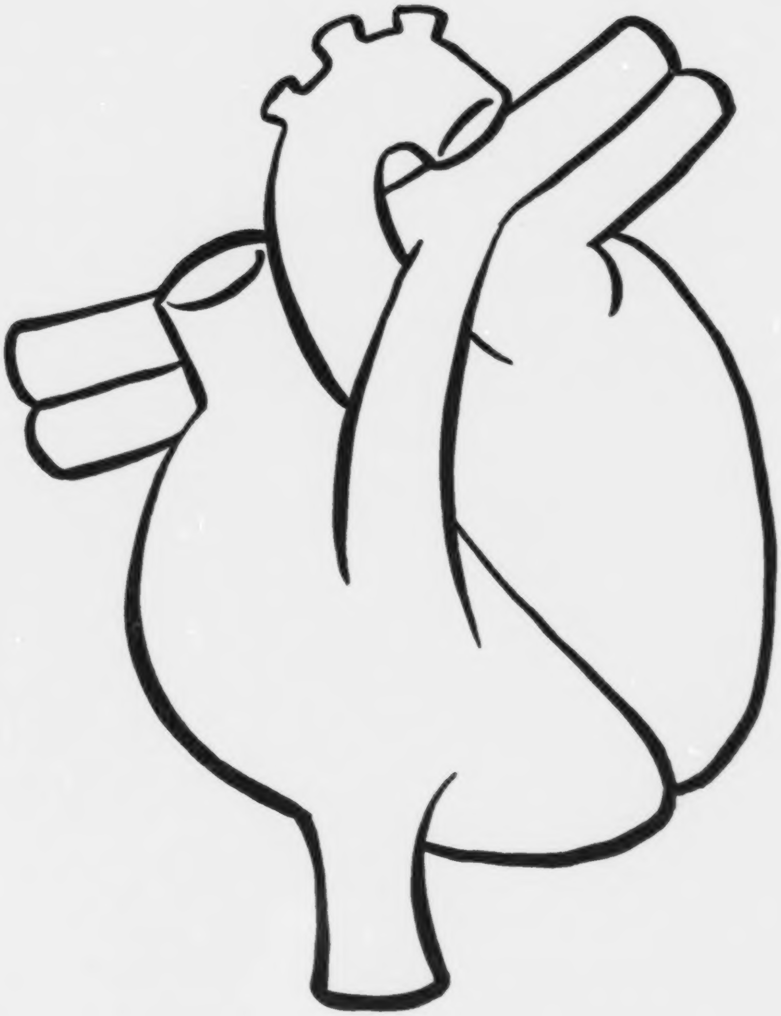
Lungs



TEACHER

Body Part Pattern 3

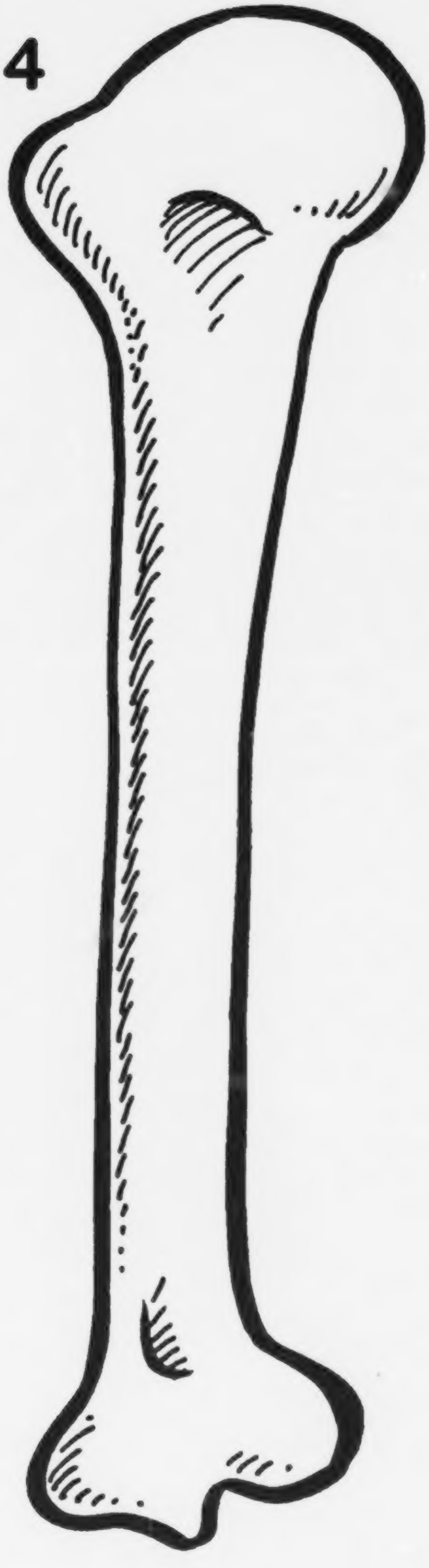
Heart



TEACHER

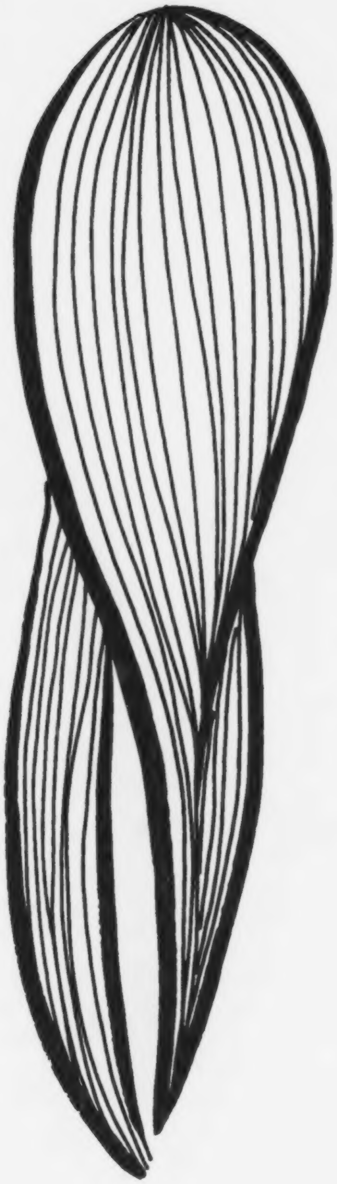
Body Part Pattern 4

Bone



Body Part Pattern 5

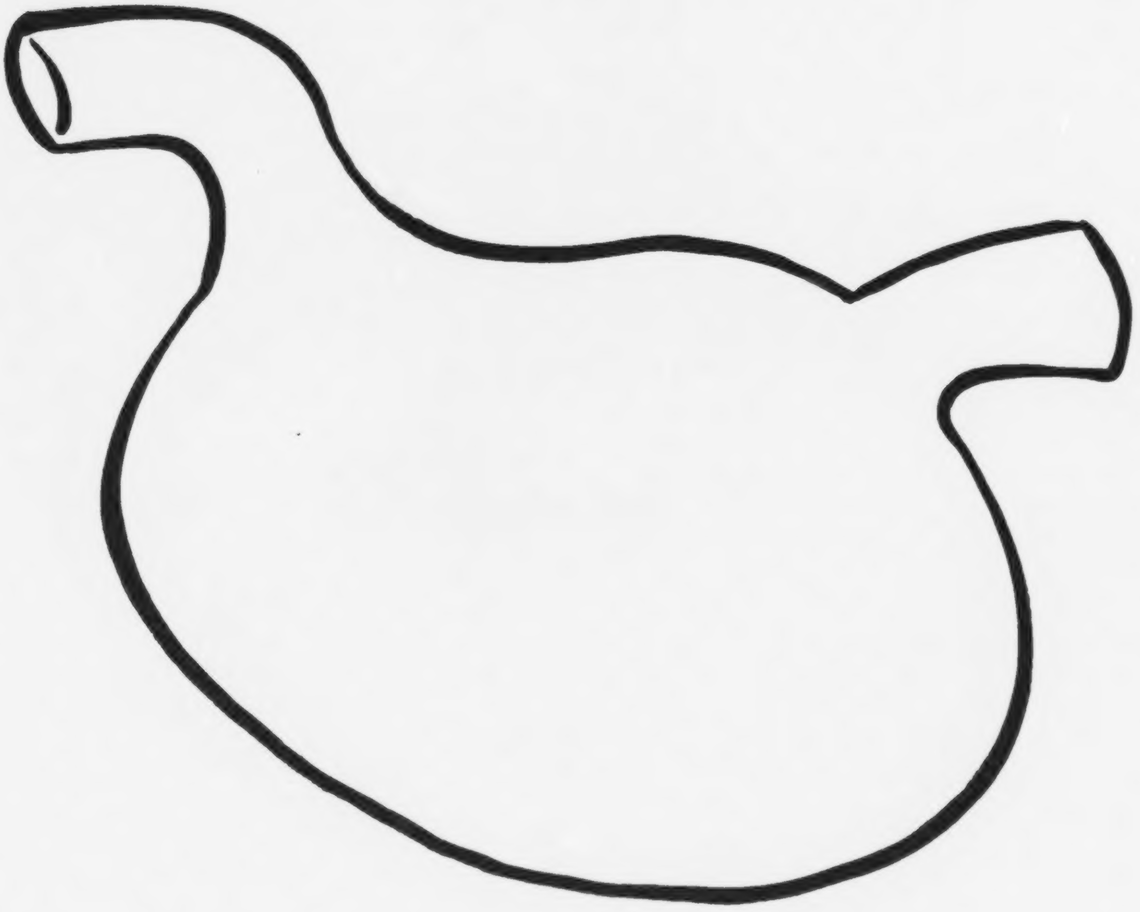
Muscles



TEACHER

Body Part Pattern 6

Stomach



LESSON

14

Muscle Hustle

Objective

Students will be able to identify activities that promote fitness.

Time

One class period.

Overview

The purpose of this lesson is to increase students' understanding of how the heart and other muscles work and help them understand the importance of regular exercise.

Students learn basic facts about the heart and other muscles. They look at the importance of exercise and complete a worksheet about activities that build strong hearts and other muscles.

Integration

Art, language arts, math, science.

Teacher Materials and Preparation

HAVE:

✓ **The Amazing Human Body**, completed diagram from Lesson 13.

COPY:

✓ **Muscle Hustle** worksheet, one for each student.

PREPARE:

✓ If your school has physical education staff, ask them to participate in this lesson (optional).

REVIEW:

✓ **Muscle Hustle *Key*.**

Procedure

■ Tell students that today they will be looking at what the heart and other muscles do for us and how exercise helps the body stay healthy. Offer students the following facts about muscles.

- The body has more than 600 muscles.
- More than half of our body weight is muscles.
- Muscles work in pairs; one muscle pulls one way and another muscle pulls it back. While one muscle (or muscle group) contracts, the other muscle relaxes.

■ To demonstrate the relaxing and contracting of muscles, lead students through the following exercise.

- Hold your left arm out slightly in front of you. Use your right hand to feel under the upper part of your arm and try to wiggle it. (It will jiggle because those muscles are relaxed.)

- Now raise your left arm over your head. Again, use your right hand to try to wiggle the underpart of your left arm. (The muscles do not jiggle now because they are contracting.)
- Put both hands firmly around one leg above the knee. Take a few steps. Ask students if they can feel the muscles in front and in back of the leg move at different times.

■ Tell students that the heart is the strongest muscle in the body. Add that your heart is about the size of your fist.

Explain that the size of the heart and the rate of the heartbeat are related to body size. A child's heart beats about 90 times per minute. An adult's heart beats about 60 to 80 times per minute. Ellie Elephant's heart beats about 25 times per minute.

Have students hold out one fist. Then ask them to open and close their fists with you 100 times. Count as you go. Discuss how their hands feel (tired).

Tell students the heart pumps up to 100 times every minute of the day and night for their whole lives without stopping. Emphasize how important it is to take care of this muscle. We can live without some of our other muscles, but we need our heart muscle to live.

■ Ask students which person has more muscles, a new baby or a weightlifter. Explain that people have the same number of muscles when they are born as they have the rest of their lives. But these muscles get bigger and stronger as we grow and as we use them.

Explain that exercise and staying fit help build muscles so we will have the strength we need to do all the things we want to do. Point out that teachers and other adults often tell students to work hard. Studying hard exercises the brain. We also need to play hard to exercise our muscles.

Ask students to think about what happens to muscles when they aren't

used. (Muscles get weak if they are not exercised or used regularly.) Tell students that the heart can get weak, too. When it is weak, it has to work harder to pump the blood to the body.

Ask students to give you a few examples of exercises that help build a strong heart and other muscles (walking, running, jumping rope, skateboarding, bicycling). Ask students to name activities that don't help build strong muscles (watching TV, playing video games, riding in a car).

■ Distribute the **Muscle Hustle** worksheet. Tell students to make a mark in the box beside each activity that helps build strong muscles. Tell them to draw a picture in the empty box of themselves doing a favorite activity that builds muscles.

Evaluation

Assess students' responses on the **Muscle Hustle** worksheet for their ability to identify activities that help the body stay fit.

Home/Family Involvement

Encourage students to talk to their families about family activities that promote fitness.

Follow-Up/Extension

Show students a pulse point on the inside of the left wrist or on the neck next to the windpipe. Time students for one minute (or for 15 seconds and multiply by four) as they count the pulse while sitting quietly. Then have students run in place for one minute, and count the pulse immediately after running.

Compare the two rates. Explain that the pulse rate is higher after exercise because the heart has been working harder. Tell students this hard work (exercise) helps the heart grow stronger.

Discuss the amount of time that students spend in gym class or physical education, if offered at your school. Come up with a plan to supplement this exercise at recess, so students will have a chance to exercise three times a week for at least twenty to thirty minutes. If your school doesn't offer P.E. or gym classes, be sure to include time for physical activity in your daily class schedule.

Invite local sports figures, both male and female, to visit the class and talk about how they stay fit. Consider inviting local high school athletes to talk to the class.

Have students estimate how many jumping jacks or other exercise they can do in one minute. Then have them do the exercise and count the actual number they do in one minute.

Suggested Resources

A Drop of Blood; Hear Your Heart; Oxygen Keeps You Alive; You Can't Make a Move Without Muscles. P. Showers. New York: HarperCollins. This series provides simple information to read aloud about body structure and function and has good illustrations.

All About You. Bloomington, IN: Agency for Instructional Technology. Programs #5 and #10 are on muscles and heart in this video series that includes a teacher's guide.

Bodyworks: The Kid's Guide to Food and Physical Fitness. C. Bershad and D. Bernick. New York: Random House. This book for grades 2–6 has excellent information and activities for teacher background and for use with students.

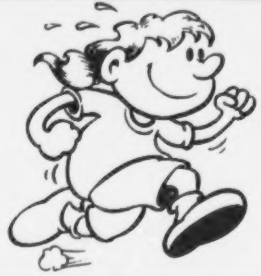
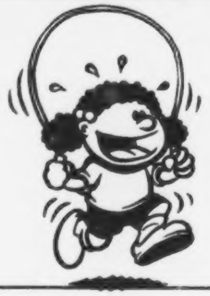
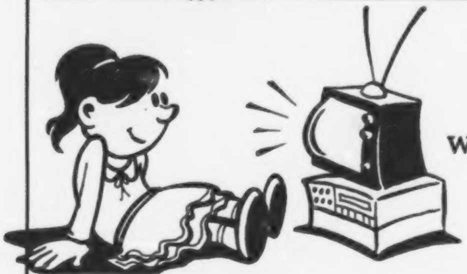
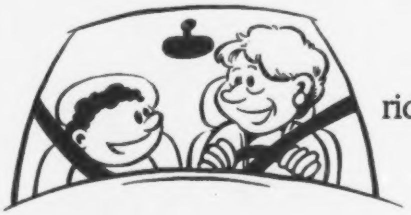
Heart Healthy Kit (for primary grades). American Heart Association.

Slim Goodbody: The Inside Story. J. Burstein. New York: McGraw-Hill. Available as a book or a video, this program presents excellent information in a creative and appealing manner.

Name ____

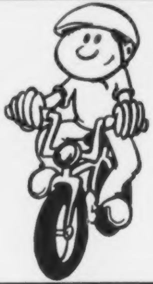
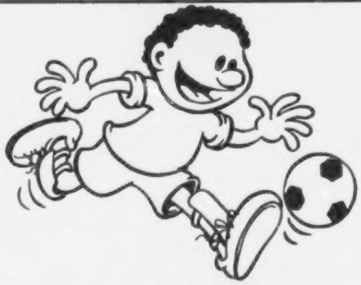
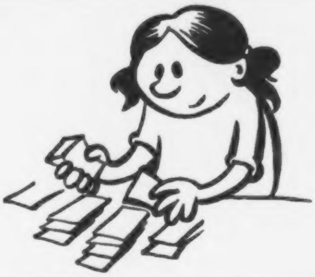
Muscle Hustle

Directions: Make a mark in the box next to each activity that helps build strong muscles. Write one of your favorite activities that helps build strong muscles on the blank lines. Then draw a picture of yourself doing this activity.

Activity		***Builds strong muscles***
	running	☐
	jumping rope	☐
	watching TV	☐
	riding in a car	☐

Name ____

Muscle Hustle (continued)

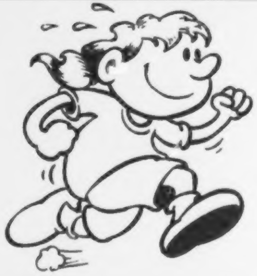
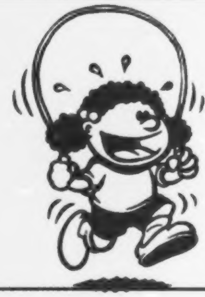
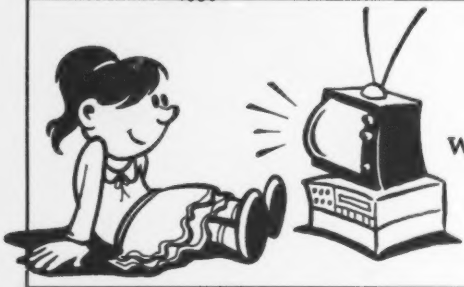
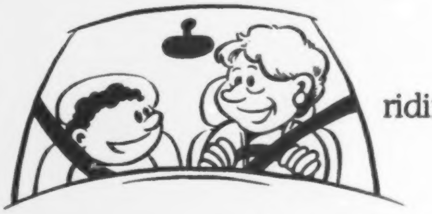
Activity	**Builds strong muscles**
 riding a bike	☐
 playing ball	☐
 playing cards	☐
	______________________ ______________________

TEACHER

Muscle Hustle

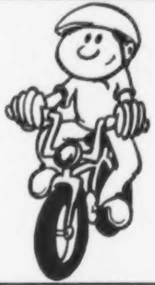
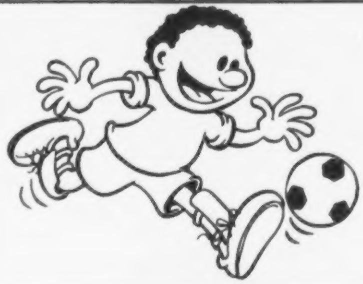
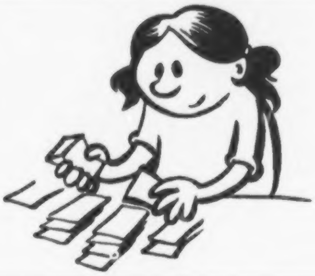
Key

Directions: Make a mark in the box next to each activity that helps build strong muscles. Write one of your favorite activities that helps build strong muscles on the blank lines. Then draw a picture of yourself doing this activity.

Activity	*Builds strong muscles*
 running	☒
 jumping rope	☒
 watching TV	☐
 riding in a car	☐

TEACHER

Muscle Hustle Key (continued)

Activity	Builds strong muscles
 riding a bike	☒
 playing ball	☒
 playing cards	☐

LESSON 15

Food Is Fuel

Objective

Students will be able to identify at least five nutrient-rich foods by taste, touch or smell.

Time

One class period.

Overview

This lesson is designed to help motivate students to eat a variety of foods and foods that are low in fat, sugar and salt. Students gain a basic understanding about how the body uses food through an analogy of the body as a machine. They play a mystery foods game to encourage them to try a variety of foods. They then make clue cards for a mystery food of their choice.

Integration

Language arts, math, science.

Teacher Materials and Preparation

HAVE:

- ✓ Cloths or scarves for blindfolds.
- ✓ Small paper cups, three or four for each student.
- ✓ Spoons for each student.
- ✓ Bowls for food samples students do not eat.
- ✓ Paper napkins or paper towels for each student.
- ✓ Scissors and glue for students.
- ✓ Magazines with pictures of a variety of foods.

PREPARE:

- ✓ Check the list of sample foods on the **Mystery Foods** sheet. Select eight to ten foods with a variety of textures, shapes, nutrients and tastes. Cut up or cook foods as needed.
- ✓ Set up one or more learning centers for the Mystery Foods game. Have all the foods at one center or set up additional centers with different foods at each center.
- ✓ Ask for classroom volunteers to help prepare mystery foods and supervise learning centers.

REVIEW:

- ✓ **Nutrition *Teacher Background Information.***

Procedure

■ Ask students if they know what makes cars go. Tell students most cars use gasoline for fuel. Explain that fuel is something that produces energy or power.

Tell students that our bodies use food for fuel. Food gives us energy, and the body parts they have been learning about need energy to do their work. Add that oxygen from the air we breathe also provides fuel for our bodies.

Tell students that different body parts need different kinds of food to fuel their work. Explain that eating a variety of healthy foods helps all our body parts get the fuel they need.

■ Have students brainstorm some healthy foods—foods that help parts of the body do their jobs. Write their responses on the board. Try to group the foods into the food groups—milk products, meat group, fruits group, vegetables group, grains and cereals group. Put foods that are low in nutrients and high in sugar, fat or salt in a separate column.

Use the **Nutrition Groups *Teacher Background Information*** to explain how some of the foods listed help the body.

- Meat and dairy products are important for growth and repair of bones and teeth and other body parts. They help provide energy.
- Cereals, grains and bread provide energy.
- Fruits and vegetables provide vitamins and fiber to help the body resist disease.

Tell students that foods such as ice cream, potato chips or soda don't provide very good fuel for the body. These foods are also high in fat, salt or sugar, things that can harm the body if we eat too much of them.

■ Explain the directions for the Mystery Foods game. Divide the class into groups. Tell students each group will have a chance to be "food detectives." They will wear blindfolds, so they will have to use other senses, not sight, to identify the mystery foods.

Review the five senses—sight, smell, hearing, taste and touch. Ask students which senses will be most useful for this game (smell, taste and touch).

Before students begin the game, be sure they have washed their hands.

Remind students that they should always wash their hands before eating. Rotate groups through the learning center.

For each round, give every member of the group a little bowl or cup. Blindfold the group members. Then pass around samples of each mystery food to the students in the group. Ask them to smell, touch or taste the food and guess what it is.

Note: You may need to reassure children who are hesitant to try something they can't see. Tell them that all the foods are clean and real (no jokes). Some students may have food allergies. Emphasize that students are free not to participate.

Begin each round with common healthy foods. Distribute the first mystery food. Have students touch the food and raise their hands to describe it. Accept guesses if students think they know what the food is, but don't identify the food.

Have students smell the food and describe how it smells. Then have them taste the food. How does it taste? Were their earlier guesses based on touch accurate? You may want to jot down descriptive words and the identity of each mystery food as you play the game.

Continue a similar process to identify all of the mystery foods you prepared, letting each group identify three or four foods. Emphasize description before identification to develop vocabulary and have fun. Vary the order in which students use their senses to identify the food, e.g., have them put the yogurt in their mouths without touching it.

Ask students to hold their noses while tasting one or two foods. Discuss the relationship between smell and taste, and which senses are most helpful in identifying foods.

■ Give each student an index card. Distribute magazines, scissors and glue. Tell students to choose a picture of a healthy food from a magazine, cut it out and glue it to the back (the unlined side) of the card. Tell them to write clues on the front of the card to help classmates identify the mystery food. Suggest they use a special name or caption to promote the food.

Evaluation

Assess students' participation in the Mystery Foods game for their ability to identify foods.

Follow-Up/Extension

Talk about foods from the different cultures represented in the class or served at different restaurants in the area. Encourage students to bring in samples of food from different cultures.

Suggested Resources

Living Nutrition. 3d ed. F. Stare and M. McWilliams. New York: Wiley.

Nutrition Around the Clock. Walt Disney filmstrip.

Nutrition

Teacher Background Information

Nutrients are the substances in foods that the body needs to stay healthy. There are about forty known nutrients.

Foods can be *nutrient-rich* or *nutrient-poor.* Nutrient-rich foods supply the forty essential nutrients. Nutrient-poor foods are poor sources of most nutrients.

One simple and popular way to classify foods is to use basic food groups, combination foods, and the "Others" category. Foods in the basic food groups and combination foods are nutrient-rich. Foods in the Others category are nutrient-poor.

Food Groups

Milk Products: Foods in this group are important for growth and repair of body cells. They also provide energy. They include:

> milk, cheese, cottage cheese, yogurt, frozen yogurt, ice milk.

Meat Group: Foods in this group are also important for growth and repair of body cells and to provide energy. They include:

> beef, pork, veal, lamb, chicken, turkey, fish, shellfish, peanut butter, nuts and seeds, eggs, dried beans and peas.

Fruits Group: Foods in this group are good sources of vitamins and fiber. They include:

> fruits (fresh, frozen, dried, canned) and juices of fruits.

Vegetables Group: Foods in this group are also good sources of vitamins and fiber. They include:

> dark green, leafy vegetables; deep yellow vegetables; dried beans and peas (legumes); and other vegetables and juices.

Grains and Cereals Group: Foods in this group provide energy. They include:

> breads, rolls, muffins, bagels, cereals, pasta, rice and crackers.

Combination Foods

Foods such as soups, sandwiches, casseroles and other mixed dishes that combine types of foods are combination foods. They are good sources of the same nutrients as the foods they include. Combination foods include:

- pizza, spaghetti and meatballs, lasagna
- tacos, burritos, enchiladas
- other combinations such as stir-fry dishes, chef's salads, sandwiches, soups

Others Category

Foods in this category are low in most nutrients and may be high in sugar and/or fat. These foods should be eaten only occasionally, as they do not contribute to health. Foods in the Others category include:

- sweets (cakes, candy, cookies, pies)
- fats and oils (oil, mayonnaise, margarine, butter, salad dressings)
- soft drinks
- chips and other salty snacks

Daily Food Choices

Variety is important in making daily food choices. Eating a variety of foods from the different food groups helps ensure that the body gets the nutrients it needs. Dietitians suggest that a healthy diet should emphasize complex carbohydrates—fruits, vegetables and whole grains—and limit foods high in fat and cholesterol, such as bacon or egg yolks.

Vegetarians and people from certain ethnic backgrounds may prefer not to eat foods from every group described. They should be aware of the need for the various nutrients when planning their diets.

TEACHER

Mystery Foods Game

Directions: Choose foods from the following list for students to identify. These foods have been selected to represent a variety of nutrients, tastes, shapes and textures. You are encouraged to substitute other foods, especially those that may be locally grown or that may be ethnically or culturally appropriate for your students.

Foods

Noodles (cooked)

Rice (cooked)

Tofu

Bread

Tomato

Carrot

Celery

Brussels sprouts

Broccoli

Asparagus

Melon

Strawberries

Grapes

Banana

Peach

Pineapple (leave outside rind on)

Nuts (peanuts, cashews)

Sunflower seeds

Chicken

Tuna

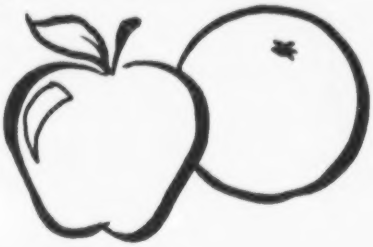
Kidney beans

Lowfat cheese

Frozen or regular lowfat flavored yogurt

Dry cereal

Water Packed
TUNA



NO SUGAR
CEREAL

UNIT IV

Communicating with Health Helpers

ADHESIVE BANDAGES

LESSON

16

Check Out That Check-Up

Objective

Students will be able to explain how medical check-ups help them stay healthy.

Time

One class period.

Overview

Unit IV: Communicating with Health Helpers explores the ways that medical personnel and other health helpers help us stay healthy. As you teach these lessons, be sensitive to the variety of beliefs around medical practices. Avoid the presumption that Western medical care is the only choice, and be aware of the ethnic and cultural backgrounds and religious beliefs of your students.

In this lesson, students learn how doctors and other health professionals can help them stay well. A health professional visits the class and describes a regular physical check-up, including the use of different tools and how immunizations work to prevent disease. Students then write thank-you notes to the visitor explaining what they learned, and complete a worksheet about medical tools.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Writing or drawing paper, one piece for each student.
✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Medical Tools** worksheet, one for each student.

PREPARE:

✓ Arrange a classroom visit from a doctor, physician's assistant, nurse practitioner or nurse to talk about a regular physical check-up. If a student has a family member in a medical profession, perhaps this person could visit the class. Otherwise, try to find someone who has children of his or her own or who has taught children before. If you can't find anyone from outside the school to visit your class, ask the school nurse to talk to the class about medical check-ups.
✓ Ask the health professional to cover the following areas during the presentation:
  - Describe the parts of a regular physical check-up.
  - Demonstrate each of the tools depicted on the **Medical Tools** worksheet—stethoscope, otoscope, rubber mallet, tongue depressor, sphygmomanometer and eye chart.

- Offer a simple explanation of how shots (immunizations) prevent disease.
- Discuss the importance of how children feel about themselves (mental health).

Note: If you are unable to locate a health worker to visit your class, present the lesson yourself. Try to obtain either real or toy tools to show students, or use the pictures on the **Medical Tools** worksheet to describe the medical tools and how they're used. (See **Medical Tools *Key.***)

REVIEW:

✓ **Medical Tools *Key.***

Procedure

■ Remind students of all the ways they know to keep themselves healthy every day. Point out that sometimes people need help from health workers, such as doctors and nurses, to stay healthy. Ask if anyone can tell the class how doctors or other health workers help prevent disease (check-ups and immunizations). Ask students how parents and teachers help prevent disease.

Note: Be sure this discussion focuses on prevention, not treatment, of illness.

Tell students that a health worker will be visiting class today. Have students brainstorm some questions they want to ask the visitor.

■ Introduce the visiting health worker. After his or her presentation, allow students time to ask the questions they brainstormed.

■ Following the visit, have students write letters to thank the health worker. Tell them to write about one thing that they learned and to draw a picture at the bottom of the letter.

- Distribute the **Medical Tools** worksheet. Point out that these are some of the tools the health worker talked about. Tell students to draw a line from each of the tools pictured to the body part it's used to check.

Evaluation

Assess students' letters and their work on the **Medical Tools** worksheet for their ability to explain how medical check-ups promote health.

Home/Family Involvement

Invite family members to attend the presentation by the visiting health professional.

Follow-Up/Extension

Send the students' letters to the health professional with a cover letter from you.

Have students make a banner for the visiting health professional's office, expressing the class's appreciation for her or his visit.

Invite the school nurse to demonstrate and explain vision and hearing screenings.

Discuss prevention and medical care for animals, especially elephants. Have interested students talk to a veterinarian or zookeeper and report back to class.

Set up a medical corner in the room. Put a doctor's kit in a corner with a table and two chairs. Include toy or real tools, e.g., stethoscope, syringe (no needle), tongue depressors, rubber mallet, eye chart and otoscope, bandages, elastic bandages.

Suggested Resources

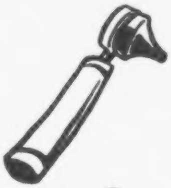
No Measles or Mumps for Me! P. Showers. New York: Crowell. This children's book includes a simple explanation of why immunizations are important and how they work.

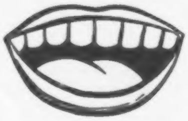
Berenstain Bears Go to the Doctor. S. and J. Berenstain. New York: Random House. This humorous story is about going to the doctor for a check-up.

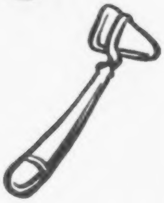
Name ____

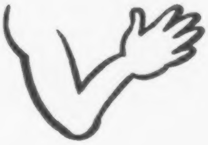
Medical Tools

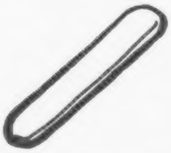
Directions: Draw a line from the medical tool to the part of the body it is used to check.

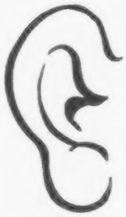


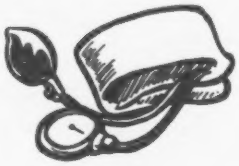


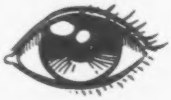


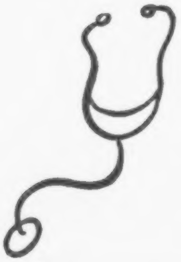


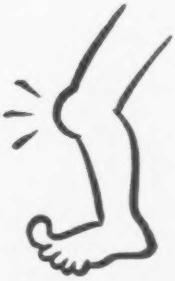


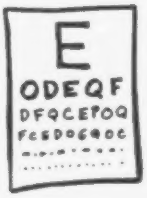








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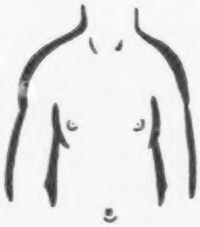


TEACHER

Medical Tools

Key

Directions: Draw a line from the medical tool to the part of the body it is used to check.

Otoscope—small flashlight used to look at ears

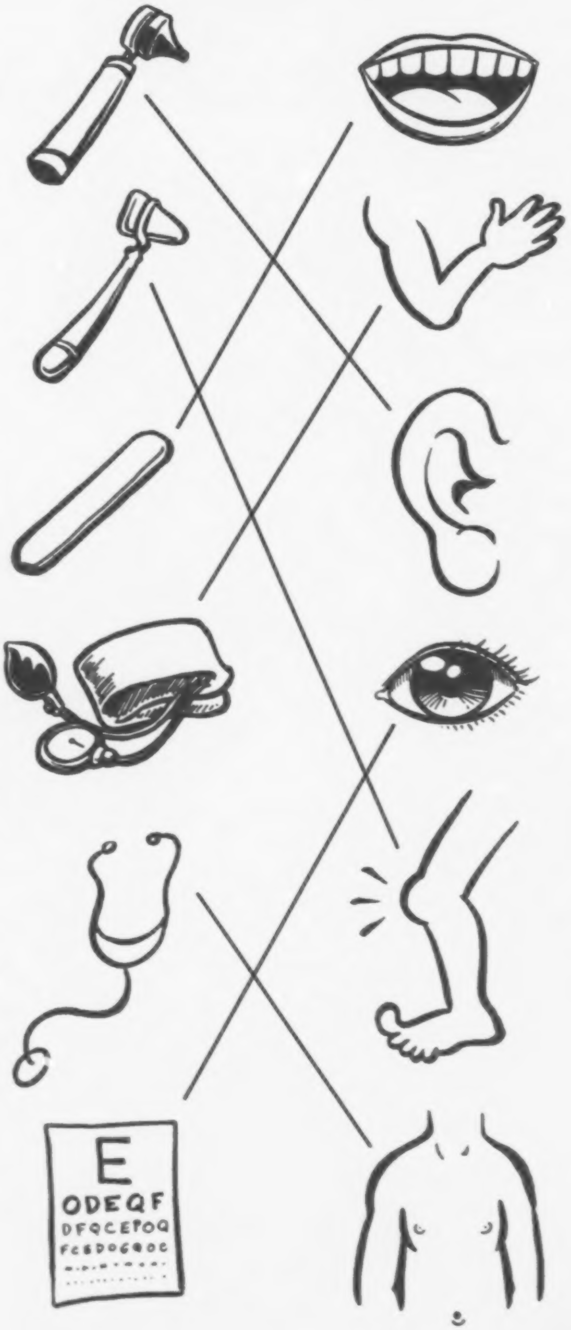
Rubber mallet—used to check reflexes

Tongue depressor—holds down tongue while throat and teeth are checked

Sphygmomanometer—used to check blood pressure in vessels, when heart is pumping and relaxing

Stethoscope—sensitive microphone used to listen to heart and lungs

Eye chart—used to check sight



Mouth

Arm

Ear

Eyes

Knee or elbow

Chest

LESSON

17

What If I Get Hurt?

Objective

Students will be able to demonstrate simple first-aid procedures.

Time

One class period.

Overview

This is the first of two lessons designed to help extend students' sense of responsibility and power beyond keeping themselves healthy to taking care of themselves when they have a minor illness or injury. Students learn that the body can often heal itself.

In this lesson, students discuss who makes decisions about treatment of injuries. They then learn and practice first-aid procedures for four minor injuries.

Note: The first-aid procedures covered in this lesson are very basic and in no way substitute for medical treatment. Children should deal only with very minor injuries themselves.

Integration

Language arts, science.

Teacher Materials and Preparation

HAVE:
✓ Small paper cup or bowl of water, one for each student.
✓ Small piece of soap (break up a big bar), one for each student.
✓ Ice cube, one for each student.
✓ Paper towels, several for each student.
✓ Bandage strips, one for each student.
✓ Watercolor marker, one for each student.

MAKE:
✓ Transparency or poster of **When I Get Hurt**.

PREPARE:
✓ Ask the school nurse to help you present this lesson (optional).

Procedure

■ Tell students that the health habits the class has been discussing are very important in helping us stay well. Regular check-ups and immunizations also help us stay healthy. However, even people who are healthy and careful sometimes get hurt. Today's lesson is about actions we can take when we get hurt.

Ask students who makes decisions about what to do when children are hurt (children; parents and other caregivers; health workers, including doctors and nurses). Ask students what kinds of decisions each group makes.

Help students understand that children can make decisions about whom to tell, how to let the body heal itself, and how to take care of minor hurts. Parents and other caregivers can make decisions about letting the body heal itself, taking care of minor hurts, calling the doctor or giving medicine. Health workers can make decisions about letting the body heal itself, use of medicine, or calling a specialist or the hospital.

■ Tell students that today they are going to learn some basic first-aid treatments they can use. Remind students that they should always check with an adult if they are hurt. However, there are some things they can do to help themselves feel better.

Show students the transparency or poster of **When I Get Hurt.** Review each injury and its treatment. Emphasize that children should deal only with minor injuries. Discuss the characteristics of minor injuries (only a little bleeding, a small burn).

Tell students that washing and rinsing a cut cleans it so it will not become infected. A bandage helps keep the cut clean until the blood clots and forms a scab.

Explain that if students have a nosebleed, they should pinch the nostrils together tightly so the blood will clot and stop bleeding. (It's not necessary to tilt the head back.) Ask students to pretend they have nosebleeds and to show you what they would do.

Explain that a small (minor) burn should be treated with cold water to cool off the skin. Tell students that a burn on a part of the body that can't easily be put into water can be covered with a cool, wet cloth or rubbed gently with ice.

Explain that ice and cold can also be used to treat bruises. They keep the injured tissue of a bruise from swelling as much, which reduces the pain and helps the injury heal faster.

■ Tell students they are going to have a chance to practice these basic first-aid treatments. Give each student a little cup of water, a small piece of soap, an ice cube, a few paper towels, a bandage strip and a watercolor marker. *Or* set up a first-aid learning center and rotate students through it. *Or* divide the class into pairs, give each pair the supplies, and have students treat each other.

Have students demonstrate the correct first-aid procedure for each injury on the **When I Get Hurt** transparency or poster. For example: Have students use a marker to draw a cut, then wash it with soap and water and put on a bandage. They can wrap ice in a paper towel and put it on an area they identify as a bruise. They can stick a "burned" finger in the water or apply ice.

Evaluation

Assess students' participation during first-aid practice for their ability to use simple first-aid procedures.

Follow-Up/Extension

Add first-aid supplies to the medical corner and allow time for students to practice first-aid procedures there. Post the **When I Get Hurt** poster in the medical corner as a reminder of the procedures.

TEACHER

When I Get Hurt

I have a small cut.	Wash with warm soap and water. Cover with a bandage strip.
I have a nosebleed.	Sit quietly. Pinch the nostrils together tightly.
I have a small burn.	Place in cold water, cover with a cold, wet cloth, or use ice.
I have a bruise.	Apply ice or cold cloths.

ADHESIVE BANDAGES

LESSON

18

What If I Get Sick?

Objective

Students will be able to list actions to take if they are not feeling well.

Students will be able to identify ways that a communicable disease is spread.

Time

One or two class periods.

Overview

This lesson continues the theme of expanding students' sense of responsibility for keeping themselves healthy. Students learn some simple steps to take to care for themselves when they have a minor illness and complete a worksheet that illustrates these steps. They discuss some ways to prevent the spread of illness. They see a thermometer demonstration and then consider the importance of cooperating with health caregivers.

Integration

Language arts, math, science.

Teacher Materials and Preparation

HAVE:
✓ **How to Handle Stress**, an *Actions for Health* poster.

COPY:
✓ **Ways to Feel Better** worksheet, one for each student.
✓ **How Colds Spread** worksheet, one for each student.
✓ **Medicine Mystery Code** worksheet, one for each student (optional).

MAKE:
✓ Transparency or poster of **When I Feel Sick**.
✓ **Giant Thermometer.** See **Giant Thermometer *Directions*.**

REVIEW:
✓ **Ways to Feel Better *Key*.**
✓ **How Colds Spread *Key*.**
✓ **Medicine Mystery Code *Key*** (optional).

Procedure

■ Remind students of the discussion in Lesson 17 about who makes decisions about what to do when children are hurt. Point out that the same kinds of decisions are made by the same people when children are sick.

■ Show students the **When I Feel Sick** transparency or poster. Tell them it shows some things we can do when we feel sick to help us feel better. Add that sometimes our wonderful bodies can heal themselves if we give them time and rest. Review each condition and its treatment. *Note:* As you discuss these conditions, be sensitive to the variety of approaches to medical treatments.

For colds, explain that drinking fluids replaces fluids that are lost when noses are runny. Rest helps the body fight disease.

Tell students that little headaches or stomach-aches often go away on their own. Explain that sometimes these little aches are caused by strong feelings or stress. Tell students that relaxation helps relieve stress. Ask them to suggest ways to relax or rest. Possible responses include:

- read
- play a quiet game
- listen to music
- play with a favorite toy
- watch TV

■ Distribute the **Ways to Feel Better** worksheet. Tell students to read about Amanda and circle the pictures of things that Amanda could do to help herself feel better.

When students have completed the worksheet, explain that Amanda could do all the things pictured except take medicine by herself. Remind students of the definition of medicines—drugs that are used to treat illness. Emphasize that children should never take medicines by themselves. Explain that taking medicine is a decision for adults only.

■ Tell students that one way we can help ourselves and others stay well is to keep illnesses from spreading. Ask students to name some illnesses that are spread from one person to another (colds, flu, chickenpox). Tell students these are called *communicable diseases*.

Tell students that these illnesses, such as colds and flu, are spread in three ways—through the air (by coughing or sneezing), by direct touch, or by touching objects that the sick person has touched. Ask students if they know any ways to keep these illnesses from spreading.

Ask students what helps prevent illnesses from spreading through the air. Remind them that covering mouths when coughing or sneezing helps prevent spreading colds through the air to someone else.

Tell students that touch is the most common way many illnesses are spread. Ask them what they could do to help keep illnesses from spreading by touch. Be sure responses include the following:

- Wash hands with warm soap and water.
- Don't share glasses or silverware.
- Throw away used tissues in the wastebasket.

■ Distribute the **How Colds Spread** worksheet. Tell students to circle the pictures that show ways that colds can be spread and to answer the question at the bottom of the worksheet.

■ Show students the **Giant Thermometer**. Explain that a thermometer is used to measure the temperature of the body. Point out the mark at normal body temperature (98.6 degrees). Demonstrate how the thermometer works.

Tell students that when people are sick, their temperature may be above normal. An above-normal temperature is called a *fever*. The thermometer can tell us if our temperature is normal or if we have a fever.

Explain that a fever means the body is working to fight an infection or illness. Tell students that rest and cool drinks can help someone with a fever feel better. An adult may decide to give a child medicine to bring the body back to its normal temperature.

■ Ask for volunteers to describe a time when they went to see a doctor or another health worker. Were they sick or hurt? Did they have a check-up?

Ask students to describe their feelings about going to see doctors and other health care workers. Do they worry about what the health care worker will do? Are they afraid of getting shots?

Tell students that people often have both happy (positive) and unhappy (negative) feelings about health care. We may feel unhappy about getting shots or taking medicine, but we may be happy to be taken care of if we're sick.

Explain that we have choices about how we handle these feelings. We can decide to cooperate during check-ups or in taking medicine.

Ask students why they should cooperate. Explain that we need to cooperate even if medical care is not comfortable. Add that the shot or the medicine won't hurt as much as being sick hurts.

Explain that if we are healthy and don't cooperate, we might get sick. For example: We could get sick if we don't get the shots (immunizations) we need. If we are sick and don't cooperate, we might get sicker or stay sick longer.

■ Ask students what would make it easier to cooperate with the medical care we need. Point out the **How to Handle Stress** poster, and remind students of the tools they discussed earlier for dealing with stress.

Emphasize the importance of communication, including talking, writing or drawing pictures about feelings, asking questions and asking for help. Suggest other tools that might help, such as spending time with dolls, pets or stuffed animals.

Ask students to suggest some ways others can help, again emphasizing communication. For example: Health workers can explain what they do and why, what's wrong, etc. Family and friends can listen to questions and concerns and help plan ways to handle things we feel unhappy about. They can also show they care with visits and cards, and help keep us from getting bored if we are sick.

Evaluation

Assess students' responses in class discussion and on the **Ways to Feel Better** worksheet for their ability to describe actions to take when not feeling well.

Check students' work on the **How Colds Spread** worksheet to evaluate their ability to identify ways that colds are spread.

Follow-Up/Extension

Distribute the **Medicine Mystery Code** worksheet. Tell students to use the code to figure out the secret message.

Suggested Resources

Germs Away! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster on how germs are spread includes a star chart to encourage children to wash their hands.

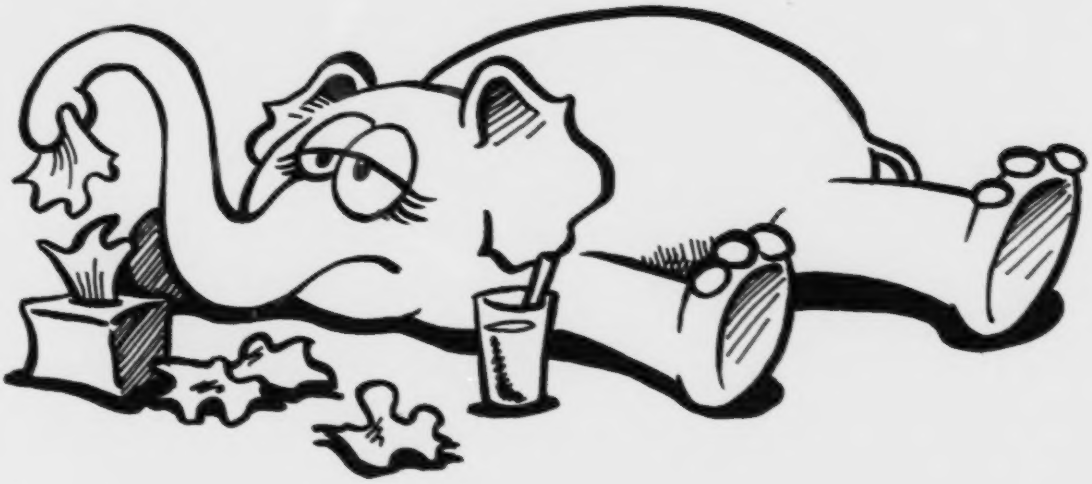
Germ Smart: Children's Activities in Disease Prevention. J. K. Scheer. Santa Cruz, CA: ETR Associates. Activities help children understand basic disease prevention.

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers includes suggestions for visualization and relaxation exercises for children.

TEACHER

When I Feel Sick

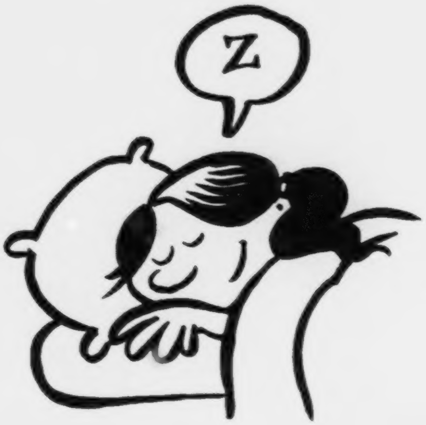
I have a cold.	Drink water, juice or milk. Rest.
I have a little headache or stomach-ache.	Lie down or play quietly.

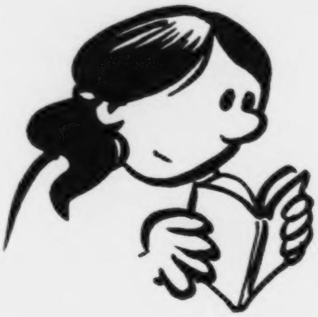


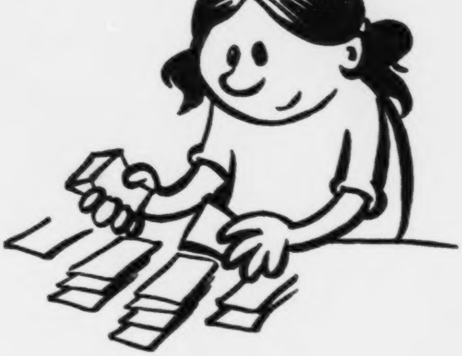
Name ____

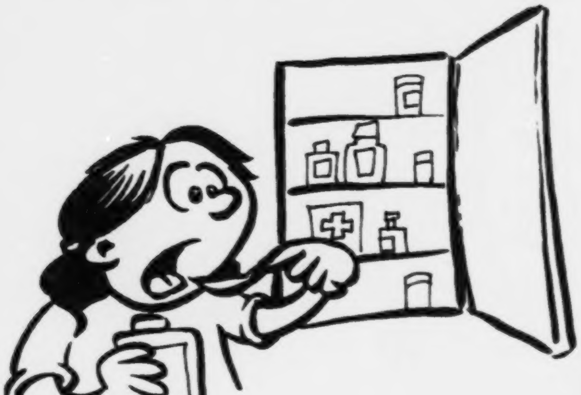
Ways to Feel Better

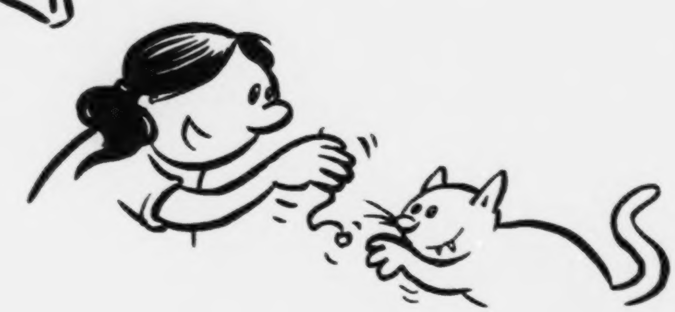
Directions: Amanda had a little stomach-ache. She told her mother. Put a ring around the pictures of things Amanda could do herself. Put an X on the picture that shows something Amanda should not do by herself.









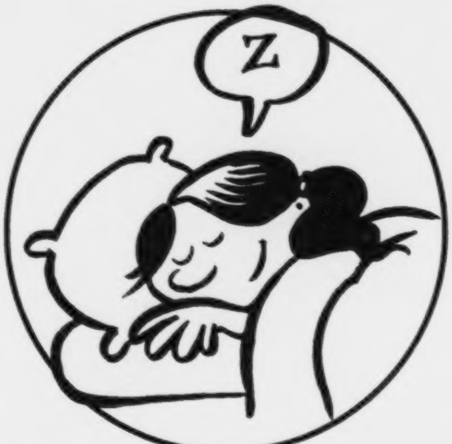


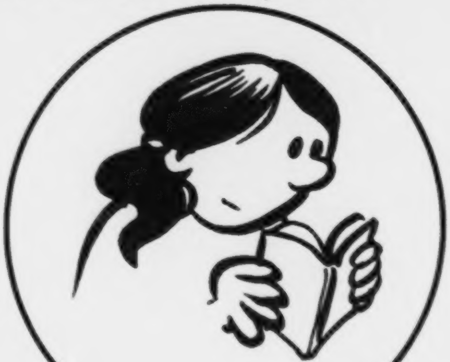
TEACHER

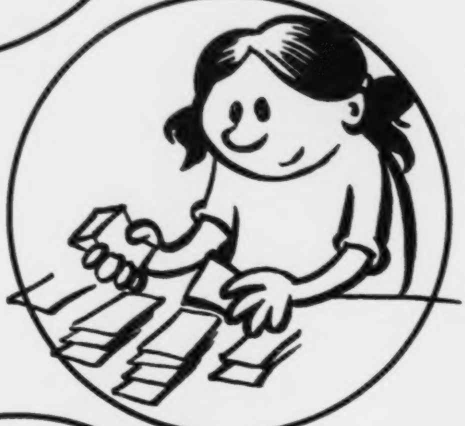
Ways to Feel Better

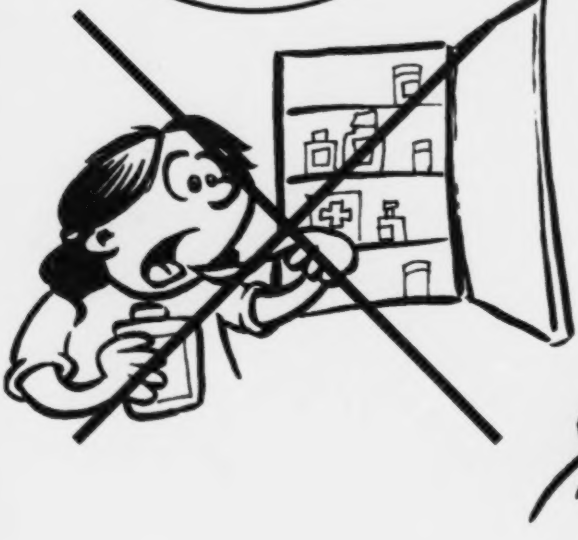
Key

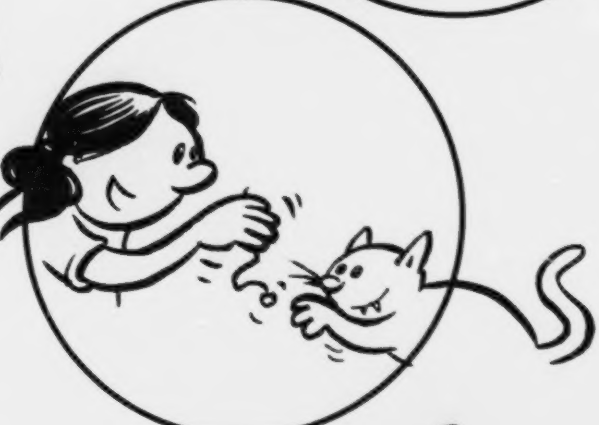
Directions: Amanda had a little stomach-ache. She told her mother. Put a ring around the pictures of things Amanda could do herself. Put an X on the picture that shows something Amanda should not do by herself.







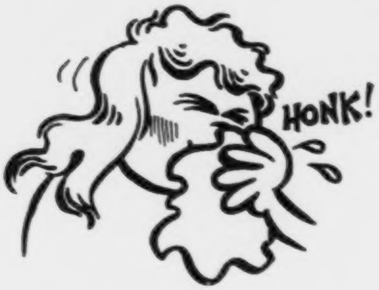


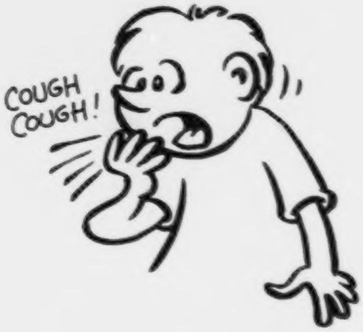


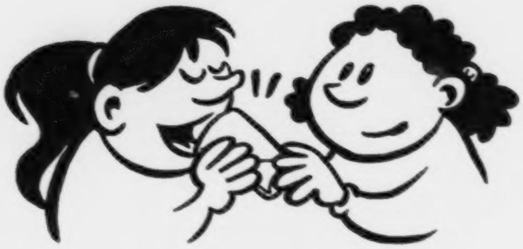
Name ____

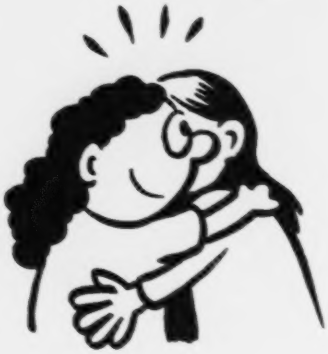
How Colds Spread

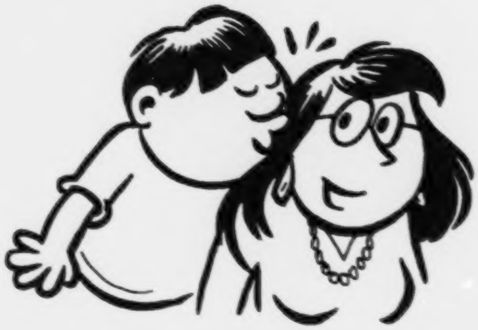
Directions: Circle the pictures that show a way colds can spread. Then answer the question at the bottom of the page.

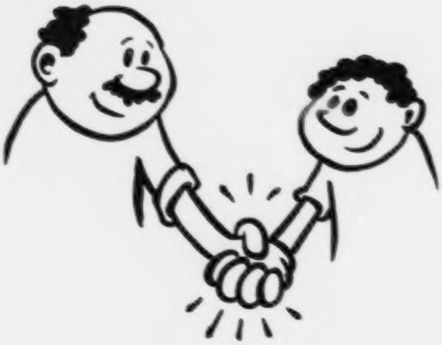












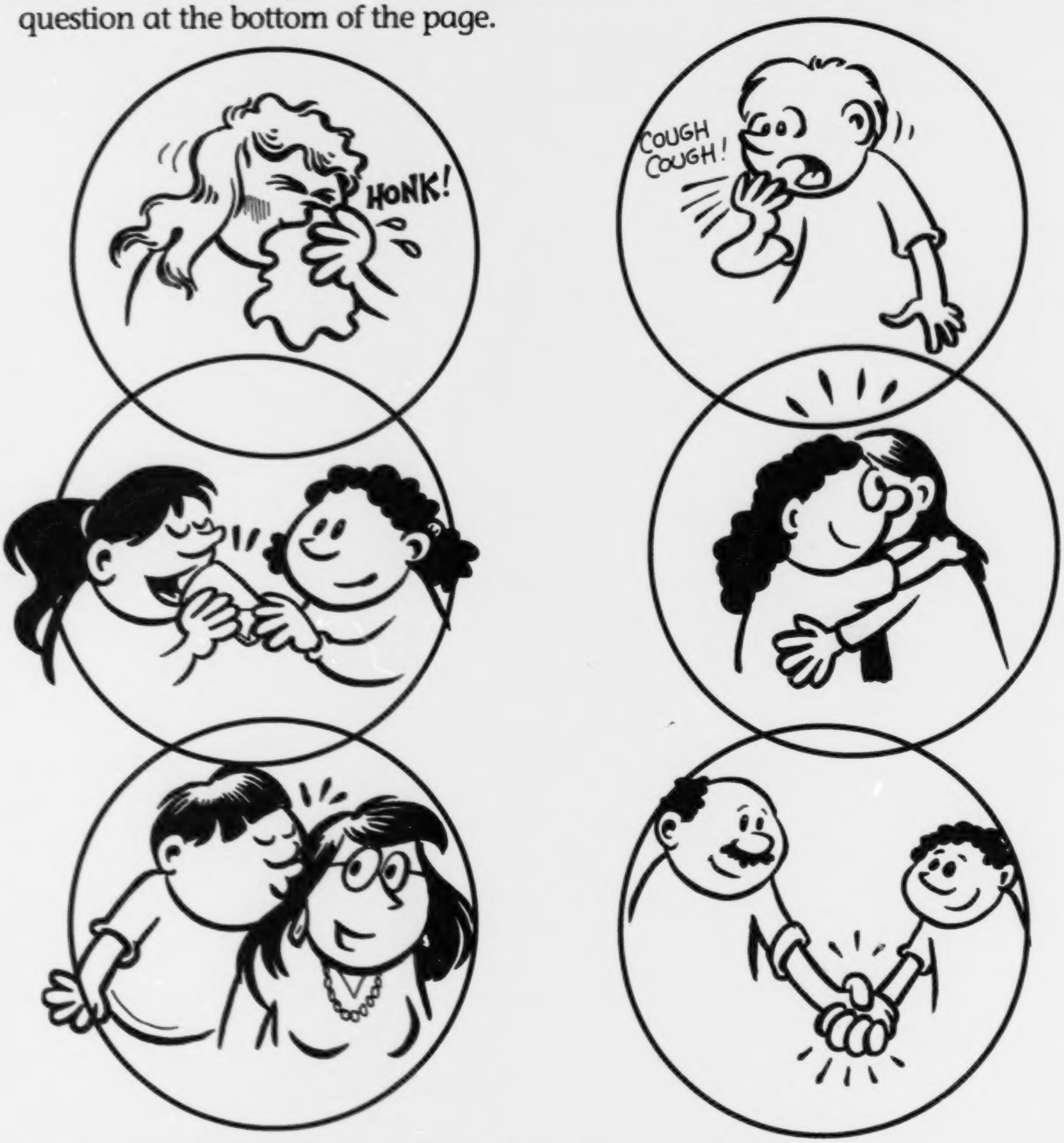
How many pictures show a way that a cold can spread? ______

TEACHER

How Colds Spread

Key

Directions: Circle the pictures that show a way colds can spread. Then answer the question at the bottom of the page.

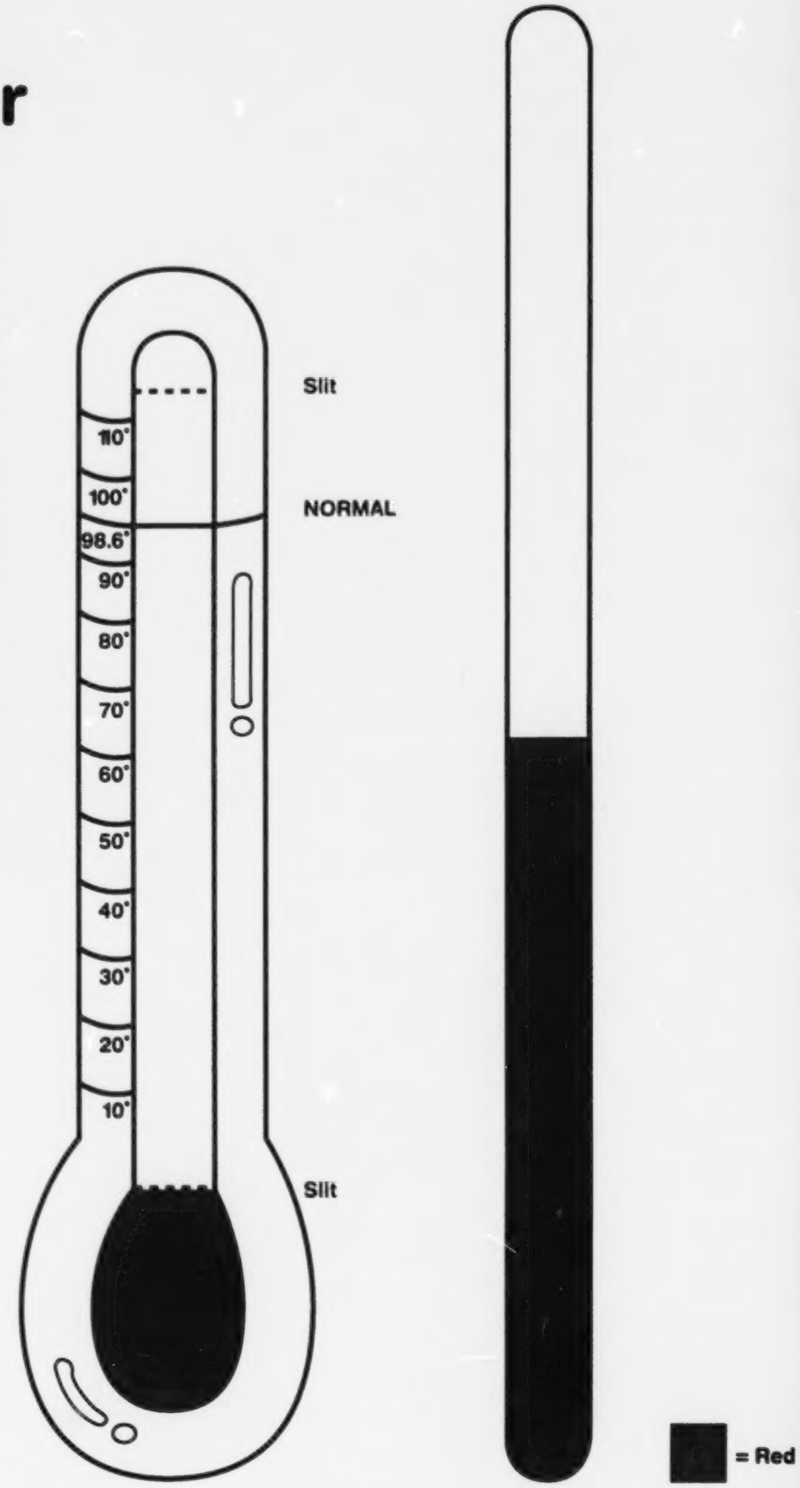

HONK!
COUGH COUGH!

How many pictures show a way that a cold can spread? 6

Giant Thermometer

Directions

Directions: Use the pattern to make a large thermometer on white construction paper or posterboard. Cut slits as indicated. Mark the degrees in black. Mark a heavier, longer black line at 98.6 degrees (normal temperature). Tape or glue together a strip of wide red ribbon and a strip of wide white ribbon to make one long strip. Pull this strip through the slits to demonstrate how a thermometer works.


Slit
110°
100°
NORMAL
98.6°
90°
80°
70°
60°
50°
40°
30°
20°
10°
Slit
■ = Red

Name ______________________________________

Medicine Mystery Code

Directions: Use the code to find the letters for this message. Write the letter that goes with each number on the line above the number. What does the message say?

___ ___ ___ ___ ___   ___ ___ ___ ___
14 5 22 5 18   20 1 11 5

___ ___ ___ ___ ___ ___ ___ ___
13 5 4 9 3 9 14 5

___ ___   ___ ___ ___ ___ ___ ___ ___ ___
2 25   25 15 21 18 19 5 12 6

Secret Code

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Medicine Mystery Code

Key

Directions: Use the code to find the letters for this message. Write the letter that goes with each number on the line above the number. What does the message say?

N	*e*	*v*	*e*	*r*		*t*	*a*	*k*	*e*
14	5	22	5	18		20	1	11	5

m	*e*	*d*	*i*	*c*	*i*	*n*	*e*
13	5	4	9	3	9	14	5

b	*y*		*y*	*o*	*u*	*r*	*s*	*e*	*l*	*f*
2	25		25	15	21	18	19	5	12	6

Secret Code

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

LESSON

19

What Is HIV?

Objective

Students will be able to explain that HIV is very hard to get.

Time

One class period.

Overview

Second grade may seem early to present a lesson on HIV/AIDS; however, HIV/AIDS is a very serious health problem, and children hear about it from the media and their families. This lesson, in keeping with the communication theme for this grade, provides students an opportunity to discuss HIV/AIDS in a safe, objective manner.

The lesson begins with a brief discussion of what students have heard about HIV/AIDS and other communicable diseases. A demonstration helps students understand that the virus that causes AIDS is transmitted only by exchange of bodily fluids, not by touch or through the air. A worksheet reinforces this information.

Note: Be sure to follow district guidelines around teaching about HIV/AIDS. This lesson includes a family letter, which we suggest you send home before teaching the lesson, allowing family members time to respond. The term *HIV* is used in this lesson because it is more accurate. However, you may need to use both terms, *HIV* and *AIDS*, until students are more familiar with the term *HIV*.

Integration

Language arts, math, science.

Teacher Materials and Preparation

HAVE:

✓ Two clean jars with lids.
✓ Food coloring, red or any dark color.
✓ Water.

COPY:

✓ **Talking About HIV/AIDS** letter, one for each student.
✓ **How Is HIV Spread?** worksheet, one for each student.

PREPARE:

✓ Before you teach this lesson, send the **Talking About HIV/AIDS** letter home with students. Parents and other adult family members should be prepared to talk with their children about this sensitive issue.
✓ Fill two jars three-quarters full of plain water. Add food coloring to one jar to turn the water a dark color. Put lids on the jars.

REVIEW:

✓ HIV/AIDS *Teacher Background Information.*
✓ How Is HIV Spread? *Key*

Procedure

■ Ask students if they have heard of HIV/AIDS. Ask for volunteers to share one fact that they know or have heard about HIV/AIDS. Write responses on the board, even though some may be inaccurate.

Explain that HIV is very hard to catch. It is *not* spread in the ways other communicable diseases are. Tell students that HIV is not spread by coughing, sneezing, hugging, kissing, mosquitoes, or sharing silverware or food.

Tell students the germ (virus) that causes AIDS only lives inside the body. Explain that this virus, HIV, can only be spread by contact with inside body liquids such as blood.

Add that very few children get HIV/AIDS. Emphasize that there are no cases of children getting HIV from other children, even the brothers and sisters of children with HIV.

Note: The emphasis of this lesson is reassurance about how HIV is *not* transmitted. However, students may have questions about how HIV *is* transmitted, especially students in urban areas with high incidences of HIV infection. If district policy allows, answer questions about sexual and drug transmission of HIV briefly and simply. For example: HIV is transmitted in blood and semen. HIV can be spread if people who use needles to take drugs (or for tattoos or piercings) share the needles.

■ Show students the two jars of water. Tell them that the jars represent (stand for) two people. Explain that the outside of the jar is like skin. The water inside is like body fluids, including blood. Ask students to imagine that the jar with colored water is a person with HIV/AIDS. The other jar is his or her friend.

Put the jars on the same table or chair but not touching. Tell students the two friends are sitting in the same room, but not touching each other.

Ask students if the person with HIV/AIDS can spread the disease to the other person. Why or why not? Be sure students understand that the jar (skin) does not let any fluids through, so HIV, the germ that causes AIDS, cannot travel from one person to the other.

Place the two containers together so they touch each other. Tell students they represent two people touching or holding hands. Ask if HIV could be spread in this way. (No, HIV is not transmitted by touch.)

Emphasize that HIV can only be spread by contact of inside body fluids. Ask students what would happen if the person with HIV/AIDS had a cut and his or her blood touched the blood of someone without HIV/AIDS who had a cut. Could this person catch HIV? (yes)

Take the lids off the jars. Tell students this is like a cut or break in the skin. Now the liquid (blood) from one jar could get into the other jar. Pour some of the colored water into the plain water to demonstrate.

(Adapted with permission from J. K. Scheer. 1990. *Germ Smart: Children's Activities in Disease Prevention*. Santa Cruz, CA: ETR Associates.)

■ Emphasize that HIV is not spread by touching, hugging or other casual contact. In fact, people with HIV/AIDS need lots of affection—Soft Snugglies. Discuss ways to care for people with HIV/AIDS. (Refer to the lessons in Unit 1.)

■ Explain that HIV/AIDS is primarily an adult disease, and that adults are primarily responsible for its prevention. Add that students can help prevent HIV/AIDS in a few ways.

Encourage them to care for their own cuts or bloody noses or to get help from the school nurse. Tell them that if they help a friend with a cut or bloody nose, they should wash their hands thoroughly with warm soap and water. Emphasize that they should avoid any activities that share blood (tattoos or ear piercing with shared needles, blood brother or sister games).

- Distribute the **How Is HIV Spread?** worksheet. Tell students to circle any pictures that show a way HIV could be spread. Then they should answer the question at the bottom of the worksheet.

Evaluation

Assess students' responses on the **How Is HIV Spread?** worksheet for their understanding that HIV is *not* spread in any of these ways.

Suggested Resources

AIDS, A Primer for Children. J. Koch. Roslyn, NY: Perrent Publications.

Does AIDS Hurt? Educating Young Children About AIDS. M. Quackenbush and S. Villarreal. Santa Cruz, CA: ETR Associates. This excellent book provides the practical tools needed to discuss HIV/AIDS in a simple, age-appropriate manner.

The Immune System: Your Magic Doctor (video). Irwindale, CA: Barr Films.

Slim Goodbody: The Immune System and AIDS (video). Bloomington, IN: Agency for Instructional Technology.

Talking with Your Child About AIDS. Santa Cruz, CA: ETR Associates. Written to help and reassure parents, this pamphlet provides basic guidelines to follow when talking with children and offers specific advice and information about HIV/AIDS.

Z's Gift. N. Starkman. Seattle: Comprehensive Health Education Foundation.

TEACHER

HIV/AIDS

Teacher Background Information

AIDS stands for Acquired Immune Deficiency Syndrome. It is caused by the human immunodeficiency virus (HIV). The virus attacks a type of white blood cell called a T-helper cell. This cell is an important part of the body's natural defense system, the immune system.

Once the virus gets inside T-helper cells, it takes over the genetic code. The affected T-helper cells then reproduce more HIV cells instead of T-cells. The new viral cells invade other T-helper cells, weakening the body's immune system. People with AIDS get sick frequently and get diseases that healthy people do not ordinarily get, such as rare kinds of cancer and pneumonia.

There is presently no cure for AIDS, and none is expected in the near future, although researchers are working hard to find one. Drugs help slow the weakening of the immune system and help patients live longer.

Although AIDS is a communicable disease, it is very hard to get. It is *not* spread like the common communicable diseases. HIV is a fragile virus, and it dies quickly when exposed to heat, light or air.

The virus is *not* spread by casual contact (talking, hugging, surface kissing, touching, animal bites or mosquitoes). There is no evidence that HIV has ever been transmitted in any of these ways, although small traces of the virus have been found in saliva.

The virus *is* transmitted when blood, semen or vaginal secretions of an infected person come in contact with the blood, semen or vaginal secretions of another person. The virus is transmitted through sexual intercourse (genital, anal or oral) or sharing of injection drug needles (even needles used to take vitamins).

Children who contract HIV get it from infected blood. It can be passed from mothers to babies during pregnancy or birth. Some children were infected with HIV through blood transfusions before a screening test was developed in 1985. Today, it is almost impossible to get HIV from a transfusion.

Updated statistics and other information are available from the following sources:

- National AIDS Hotline, (800) 342-AIDS
- National Gay Task Force, (800) 221-7044
- STD National Hotline, (800) 227-8922

LETTER

Talking About HIV/AIDS

Date: ______________________

Dear Family:

As part of the second grade health curriculum, we will be teaching a lesson about HIV/AIDS. Second grade may seem early to present a lesson on HIV/AIDS; however, HIV/AIDS is a very serious health problem, and children hear about it from the media and friends.

The lesson provides an opportunity to discuss HIV/AIDS in a safe, objective manner. The lesson, which is meant to reassure students, emphasizes that HIV/AIDS is very hard to catch.

HIV is not spread by casual contact such as talking, hugging, kissing or touching, or by animal bites or mosquitoes. The fragile virus dies quickly when exposed to heat, light or air.

You are welcome to see the lesson we will be teaching. We encourage you to discuss this sensitive issue with your children. We can refer you to other resources that will help you discuss this and other sensitive issues with your children.

Please call if you have any questions.

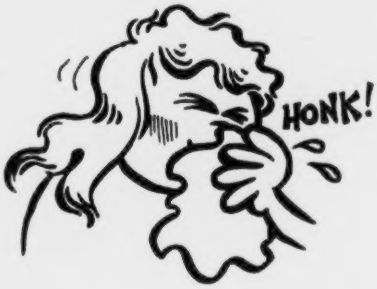
Sincerely,

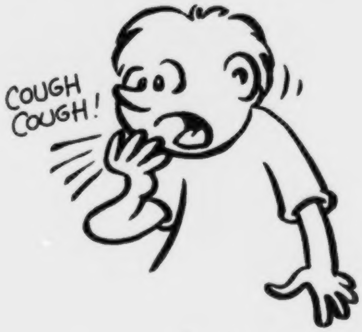
____

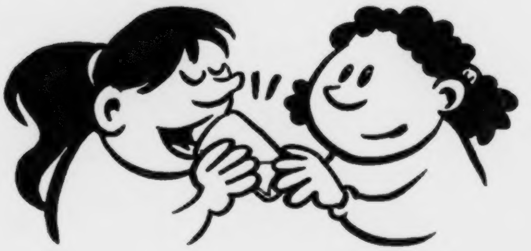
Name ____

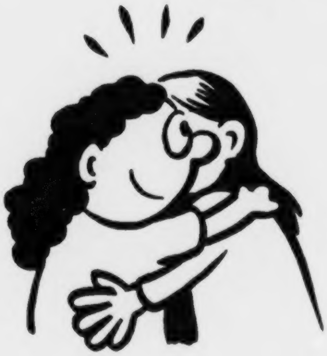
How Is HIV Spread?

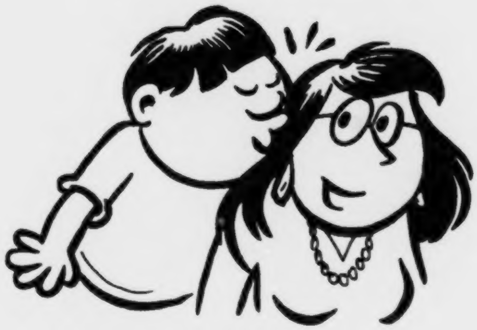
Directions: Circle the pictures that show a way HIV can spread. Then answer the question at the bottom of the page.

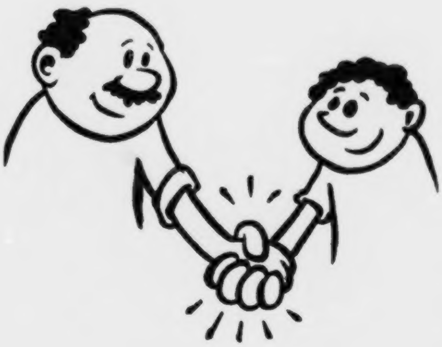












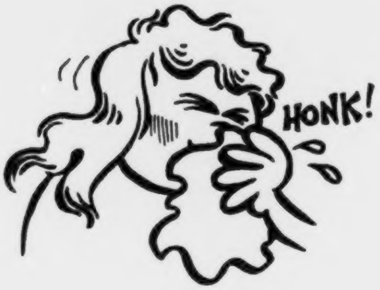
How many pictures show a way that HIV can spread?_____

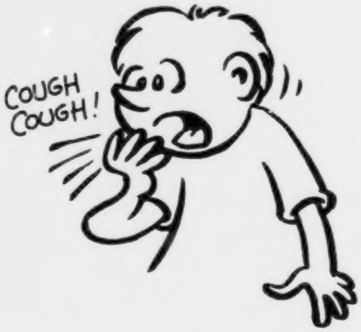
TEACHER

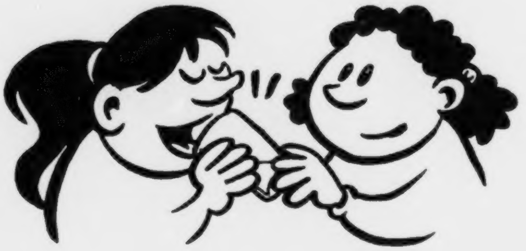
How Is HIV Spread?

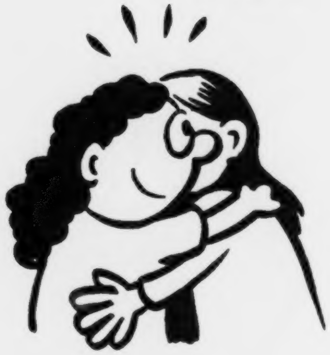
Key

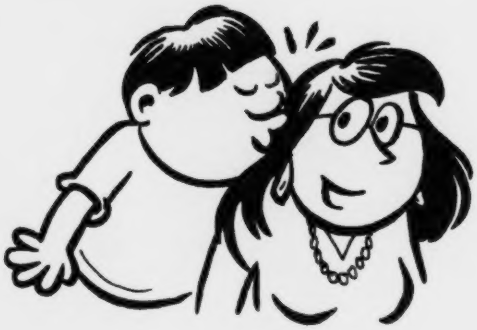
Directions: Circle the pictures that show a way HIV can spread. Then answer the question at the bottom of the page.

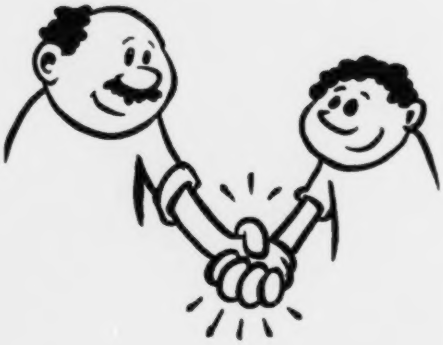












How many pictures show a way that HIV can spread? *0*

UNIT V

Communicating About Drugs

XXX
WHISKEY
MASTER BREW
BEER

LESSON

20

Alcohol—What It Is and What It Does

Objective

Students will be able to identify drinks that are healthy for children.

Time

One class period.

Overview

This lesson is designed to provide early knowledge and an attitude of "no use" to help students resist drug use as they get older. The lesson focuses on a "gateway" drug, alcohol. (Instruction about another gateway drug, tobacco, is emphasized in grades 1 and 3 of *Actions for Health.*)

Students discuss drugs that are not medicine. They discuss alcohol as a drug, and the harmful effects of alcohol use. Students then work in small groups to make collages of healthy things to drink.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Magazines with pictures of alcoholic and nonalcoholic drinks.
✓ Scissors and glue for students.
✓ Large piece of posterboard or mural paper, one for each group of three to five students.

PREPARE:

✓ Ask the school guidance counselor to help you present this lesson (optional).

REVIEW:

✓ **Alcohol and Other Drug Use *Teacher Background Information.***

Procedure

■ Ask students what the word *drug* means to them. Guide students to understand that a drug is any substance that changes the way people think, feel or behave. Explain that medicines are special drugs that are used to help treat disease.

Remind students that medicines, although helpful, are strong. Medicine can hurt the body if it is not used correctly. Ask students how they can know they are using medicine correctly.

Remind students that they should only take medicine under adult supervision, because the adult can read and follow the directions on the medicine. Also remind them that children need to cooperate in taking medicine.

Tell students that many drugs are not medicines. These drugs can be very harmful to the body.

Ask students to name some drugs that are not medicine. Be sure responses include tobacco (both cigarettes and smokeless tobacco), alcohol, caffeine (as found in cola drinks, coffee and tea) and marijuana.

Explain that caffeine, tobacco and marijuana are especially harmful to the heart. They make it harder to exercise and stay healthy. Tobacco and marijuana also damage the lungs, which makes it harder for the body to get enough oxygen.

■ Tell students that alcohol is another drug that can have harmful effects. Ask students to name some drinks that contain alcohol (wine coolers, beer, wine, whiskey). Ask what drinks do not contain alcohol (juices, sodas, water, milk).

■ Discuss the effects of alcohol use, using the **Alcohol and Other Drug Use *Teacher Background Information*** as a guide. Explain that alcohol quickly changes the way people feel because it goes directly to the brain. It can make people feel relaxed, dizzy, sleepy, sad or angry.

Add that alcohol can also make it difficult to think and to move. This effect of alcohol is related to many serious car crashes. The more alcohol people drink, the more they have trouble walking straight and talking clearly.

Explain that people can become addicted to alcohol as well as to other drugs. When people are addicted to a drug, they become dependent on it. They continue to use the drug even when it causes problems.

Point out that using alcohol to solve problems or to be accepted by friends doesn't work. Emphasize that alcohol use doesn't solve problems. When the effect of the alcohol wears off, the problems are still there. Add that alcohol use makes it harder to think of ways to solve problems. Emphasize that drinks with alcohol are not good for growing children.

Note: Be very sensitive to students whose home situations may involve alcohol abuse. Refer these students to school guidance counselors, as appropriate. Follow your school and district guidelines for referrals. See **Alcohol and Other Drug Use** ***Teacher Background Information*** for additional suggestions.

- Divide the class into small groups and distribute magazines, scissors, glue and posterboard. Tell students to cut out pictures of drinks that are healthy for children and paste these on posterboard to make a collage. Remind students that healthy drinks for children do not contain caffeine or alcohol.

Evaluation

Assess students' work on the collages for their ability to identify healthy drinks.

Home/Family Involvement

Encourage students to discuss questions about alcohol use with their families.

Suggested Resources

No Smoke Near Me! An Activity Poster. Santa Cruz, CA: ETR Associates. This poster empowers young children to stay away from tobacco smoke.

Tobacco Talk: Educating Young Children About Tobacco. C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

You and Me Tobacco Free: Children's Activities in Tobacco Awareness. J. K. Scheer. Santa Cruz, CA: ETR Associates. Lively activities teach children to stay healthy and tobacco free.

Alcohol and Other Drug Use

Teacher Background Information

Twenty-five percent of students who drink alcohol begin before the age of thirteen. An additional 54 percent start using alcohol between their thirteenth and fifteenth birthdays. Eleven percent of boys and 8.5 percent of girls smoke their first cigarette by fourth grade.

A nine-ounce wine cooler has the same amount of alcohol as a shot of liquor, one beer or five ounces of wine. One third of junior and senior high students surveyed thought that wine coolers did not contain alcohol. This age group consumes 35 percent of all wine coolers sold in the United States.

Alcohol quickly changes the way people feel because it is not digested like most of the things we eat and drink; it can go to the brain even before it gets to the stomach. It can make a person feel dizzy, relaxed, sleepy, depressed, down, sad or aggressive.

Alcohol slows down the body's reaction time so that it is difficult to think and move. Because of this, alcohol is related to many serious automobile crashes. Alcohol is associated with more than half of highway deaths, fire deaths, drownings, falls, child abuse cases and arrests.

Many people think that a little alcohol is not harmful to adults. Many people choose to drink alcohol on special occasions. Even a little alcohol, however, is not recommended for children, because their bodies are small and they are still growing.

Alcohol can damage the liver, an organ that we can't live without. The liver stores sugar and produces bile, a liquid that helps the body absorb food after it leaves the stomach.

Definitions

Drug abuse—use of a drug for purposes other than those for which it was intended, especially for its mind- or mood-altering effects; illegal use of drugs

Medicine—drug that is used to treat disease

Addiction—the state of being dependent on a drug, continuing to use it even when it causes serious physical, mental or social problems

Alcoholic—someone who is addicted to alcohol

Drug addict—someone who is addicted to a drug. Many smokers are drug addicts; they are addicted to nicotine, the drug in tobacco.

Alcoholism

Alcoholism is a disease, which needs to be treated just like any other disease. People who have this disease love their families, but drinking alcohol changes the way they act. Their drinking affects everyone in their families. Alcoholics are not able to choose about drinking.

People with this disease can get better but it takes time. Children who live with someone who drinks too much alcohol need to learn to take care of themselves, to spend time with other people and to talk about their feelings with a trusted adult. Health workers, including doctors and counselors, can help. Children do not cause people to drink and cannot cure people who drink too much.

Coping with Children's Concerns

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' concerns about family use of alcohol and other drugs.

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

Sources

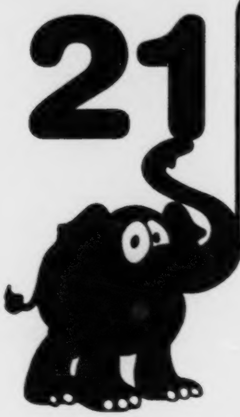
U.S. Department of Health and Human Services. 1988. *National Adolescent Student Health Survey: A report on the health of America's youth*. Kent, OH: American School Health Association.

U.S. Department of Health and Human Services. 1991. *Do they know what they are drinking?*

U.S. Department of Health and Human Services. 1991. *Youth and alcohol: A national survey.*

LESSON

21



No, Thank You!

Objective

Students will be able to demonstrate how to say no in a convincing way.

Time

One class period.

Overview

This lesson follows up on the preceding lessons on drugs. Students discuss ways to say no in situations when it might be difficult. They work in pairs to practice saying no and present roleplays to the class.

Integration

Language arts.

Procedure

■ Ask students to imagine that they have just finished riding a bike around on a hot day, and they are thirsty. If someone asks them if they would like something to drink, what are their choices? (yes or no) What choice are they likely to make? (Yes, they would love something to drink!)

Then they have another choice: What would they like to drink? What are their choices? Identify four or five common choices (milk, water, juice, soda, etc.). How will they choose? (What tastes best? What is healthy for them? What quenches their thirst?) Have students vote for their choice.

■ Then ask students what would happen if they were not thirsty or if they decided to say no to one of the choices. How would they communicate their decision? (by saying no) Would saying no to a drink of juice be easy? (probably, if they were not thirsty)

Ask students if it would be easy to say no if someone offered them beer. Remind students that alcohol is not healthy for children. Tell students that it takes courage to say no, but sometimes saying no is important even if it is difficult.

■ Ask students for examples of situations when it might not be easy to say no (if someone asks to ride your new bike or dares you to do something). Write these examples on the board. Discuss why it is not easy to say no in each of these situations. Possible responses include:

- worry about losing a friend
- worry that someone will think you are selfish, stupid, a nerd, etc.

- fear that someone will give you a hard time later
- not wanting to hurt the other person's feelings

Acknowledge that these feelings are common.

Ask students for ways to say no in the situations listed on the board. Write these responses next to the first list. Possible responses include:

- Not right now.
- I don't like that.
- Thanks, anyway.

Suggest some ways that students could say no but keep their friends, such as the following:

- Say that an adult would not approve or would punish you, e.g., "My father would ground me."
- Suggest another activity to do instead.
- Put off the answer. Say, "Let me think about it." Sometimes the person will forget about it. At least you will have a chance to figure out what to do or to ask others for help.

■ Tell students that it's important to say no in a convincing way. Demonstrate with one of the phrases. Look down at the floor and speak softly. Then look a student in the eye and speak clearly. Ask students which way is more convincing.

Ask students what other suggestions they have to be convincing (speak loudly, frown, lean forward, say no and walk away, keep saying no). Remind them of the earlier lessons on body language.

■ Group students in pairs. Ask the partners to take turns practicing saying the word no and the other phrases the class has discussed. Ask pairs to pick one situation from the list on the board. Tell students to create a roleplay with one partner asking or pressuring and the other partner saying no.

- Have students present their roleplays to the class. Discuss the strength of the refusals. Compliment everyone for practicing.

Evaluation

Assess students' work in pairs and the roleplays they develop for their ability to say no in difficult situations.

Follow-Up/Extension

If appropriate, bring up uncomfortable touch as another situation in which it is difficult to say no (e.g., if someone tickles you too hard, if someone touches your private parts or wants you to look at his or her private parts, if someone puts snow down your back). Stress that if students are touched by someone in a way that feels bad or confusing, then they should say no, get away and tell someone.

Note: Be sure to check district policy before beginning any discussion around possible sexual abuse.

Suggested Resources

Touch Talk! What to Do If Someone Touches You and You Don't Like It. E. Berg. Santa Cruz, CA: ETR Associates. A booklet about touch and saying no, for children and adults to read together.

LESSON

22

Natural Fun

Objective

Students will be able to illustrate an activity that they enjoy doing in their free time.

Time

One class period, with extra time needed for presentations.

Overview

This lesson is designed to help students choose leisure-time activities that promote health. Such activities can serve students as alternatives to drugs, i.e., activities to which students can say yes.

Students brainstorm a general list of hobbies, sports and other interests. They then complete a worksheet about personal favorites and write or talk about one of these activities.

Integration

Art, language arts, music, physical education.

Teacher Materials and Preparation

HAVE:

✓ Chart paper and markers (optional). Cut chart paper in half vertically, and tape the halves together top to bottom to make a long piece of paper.

MAKE:

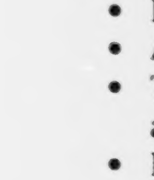
✓ Transparency or poster of **Free Time Is Fun.**

Procedure

■ Review a few concepts from the previous lesson on saying no. Remind students that using alcohol and other drugs to solve problems doesn't work. Review the following points:

- People make choices about what to drink, including alcohol.
- Alcohol is not healthy for children.
- There are many ways to say no without losing friends. It's not always easy; in fact, it usually takes courage.
- It's important to say no in situations that involve choices about doing something that feels uncomfortable or drinking something that is harmful.

■ Tell the class that today you are going to talk about ways that adults and children can have fun. Explain that these activities can help improve our health. They can help us reduce stress and handle strong feelings. We can also choose to do activities that are better for health—for example, riding a bike instead of watching TV.



Show students the **Free Time Is Fun!** transparency or poster. Ask students which activities they like to do during their free time. Write these activities on the chart paper.

Then have students brainstorm more activities that people, especially children, like doing in their free time. Add these ideas to the chart. Emphasize the length of the list by standing on a chair to add more ideas to the top of the list or writing way down low, rather than writing on two charts side by side.

Comment on the number and variety of wonderful activities listed. Remind students that adults enjoy many of these activities, too. Ask students which activities both adults and children might enjoy. Star these items. Ask students for more ideas of things that just adults enjoy doing that aren't included on the list.

■ Tell students to pick one of their favorite activities to tell the class about. Explain that the activity does not have to be pictured on **Free Time Is Fun.** Offer the following suggestions:

- Play a musical instrument.
- Read part of a story aloud.
- Bring in part of a collection of dolls, stamps, baseball cards, etc.
- Do a magic trick.
- Demonstrate a basketball or skateboard move.

Suggest that students work in teams or individually to develop a presentation on "Everything You Need to Know" about the activity they choose. Tell students to talk about why they enjoy the activity, how they got started and how their family helps them.

Ask them to demonstrate the activity for the class, if possible. Encourage students to bring in uniforms, trophies, pictures and equipment to share with the class.

Or have students draw a picture showing themselves involved in their favorite activities and write a few sentences about the activity.

Evaluation

Assess students' work in their presentations or in the drawing of a favorite activity for their ability to identify leisure activities.

Follow-Up/Extension

Draw a class mural of favorite free-time activities entitled "Naturally Fun!"

Suggested Resources

Life Is Beautiful, Why Smoke? American Cancer Society. This poster shows a landscape with all sorts of things going on.

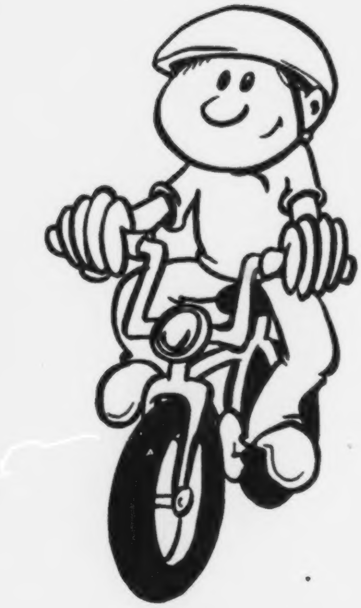
Naturally High. National Institute on Drug Abuse. This poster has photographs of sports and other leisure activities.

12 Things to Do Instead of Smoking. American Cancer Society. This poster suggests alternatives to smoking.

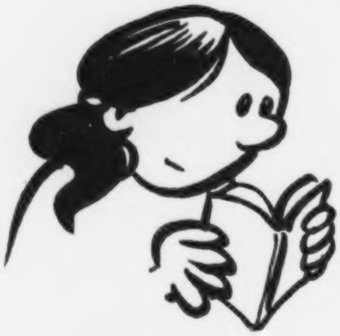
TEACHER

Free Time Is Fun!

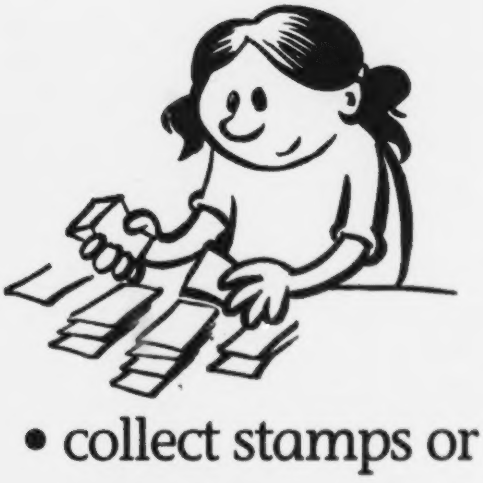
- swim
- dance
- talk to friends
- ride a skateboard
- play catch
- build something
- play marbles



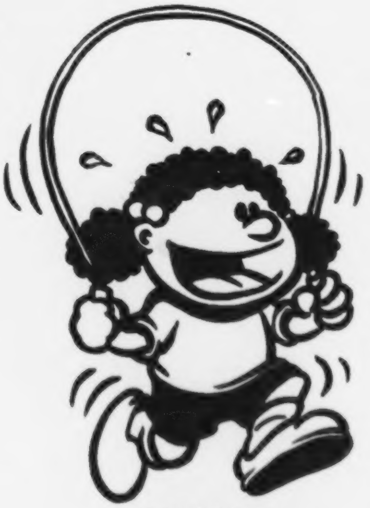
- ride a bike



- read



- collect stamps or baseball cards



- jump rope

UNIT VI

Communicating in Difficult Situations

LESSON

23

Help!

Objective

Students will be able to demonstrate how to report an emergency.

Time

One class period.

Overview

During this lesson, students are introduced to general emergency procedures. They learn steps for responding to emergencies, including fires and natural disasters such as floods or earthquakes. Students then work in pairs to practice calling for help.

Integration

Language arts, science, social studies.

Teacher Materials and Preparation

COPY:

- ✓ **Simple Emergency Steps** worksheet, one for each pair of students.
- ✓ **Scramble for Help** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Emergency Steps.**

PREPARE:

- ✓ Determine the emergency number(s) for your area.
- ✓ Check with local telephone companies to see if they have student phone kits to lend for classroom practice (optional).

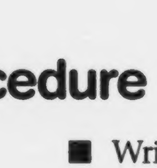
REVIEW:

- ✓ **Scramble for Help *Key*.**

Procedure

■ Write the number 911 on the board. Ask students what the number means. *Note:* Most students will know that it's the universal emergency number, even if it's not used in your area. If your area has different emergency numbers, write those on the board under 911.

Ask students to explain what an emergency is. List their examples on the board. Be sure students understand the difference between situations that are emergencies and those that aren't. Ask for a few volunteers to describe an emergency situation they have experienced, how people responded and what they learned from the experience.



Note: Try to limit the amount of time students spend describing the experience and get them to focus on the response.

- Tell students that reporting an emergency and asking for help are two special and important types of communication. These actions involve both talking and listening.

Show students the **Emergency Steps** transparency or poster, and demonstrate a call to report an emergency. (Choose the specific emergency for relevance to your students.)

Review the steps for reporting an emergency. Explain that reporting an emergency is an example of communicating facts, not feelings.

Tell students they need to learn how to stay calm and control their feelings. Then they can take the necessary actions, make decisions, solve problems and provide the needed information clearly.

- Divide the class into pairs of students. Distribute the **Simple Emergency Steps** worksheet. Tell students to choose an emergency from the list on the board and take turns making and receiving calls to report the emergency. Tell students that they can begin by using the worksheet to help them, but encourage them to try it without the worksheet the second or third time. Tell them to use their home addresses when reporting the location of the emergency.

- After pairs have practiced, ask for volunteers to roleplay reporting an emergency for the class. Recognize students for their efforts, especially those who agreed to roleplay for the class.

- Distribute the **Scramble for Help** worksheet. Tell students to unscramble the letters to make a word that fits in the blank for each sentence. Point out the word list at the bottom of the worksheet. Tell students these are the words that will fit in the blanks.

Evaluation

Assess students' practice and roleplays and their responses on the **Scramble for Help** worksheet for their ability to report emergencies.

Follow-Up/Extension

Arrange for students to demonstrate the steps for reporting an emergency to kindergarten or first grade classes.

Invite someone who answers emergency calls, such as a police dispatcher, to talk to the class about what people say when they report an emergency. Ask this person to explain what is important in reporting an emergency and to provide examples of both clear and confusing reports.

TEACHER

Emergency Steps

In an emergency, try to stay calm. Follow these steps:

- Tell an adult.
- If no adult is near, call 911 or your local emergency number.
- Tell the person who answers what the emergency is.
- Give your name and the address and phone number where you are.
- Listen to directions about what to do.
- Answer any questions.

Name ______________________________

Simple Emergency Steps

Directions: Practice these steps.

- Tell an adult.
- If no adult is near, call 911 or your local emergency number.
- Tell the person who answers what the emergency is.
- Give your name and the address and phone number where you are.
- Listen to directions about what to do.
- Answer any questions.

Now fill in the emergency facts below. Write the emergency number in big colored numbers.

Emergency Number ______________________

Name ______________________________

What is the emergency? ______________________

Where is the emergency?

Street ______________________________

City/town ______________________________

Phone number ______________________________

Name ______________________________

Scramble for Help

Directions: Unscramble the letters to fill in the blanks. For help, check the words at the bottom of the page.

1. If no ___ ___ ___ ___ ___ is near, call for help. t l a d u

2. A ___ ___ ___ ___ is one kind of emergency. r e i f

3. ___ ___ ___ ___ 911 or your emergency number. i d l a

4. Stay ___ ___ ___ ___. l m a c

5. Report the ___ ___ ___ ___ ___. a f s t c

fire	calm	dial	adult	facts

TEACHER

Scramble for Help

Key

Directions: Unscramble the letters to fill in the blanks. For help, check the words at the bottom of the page.

1. If no _*a*_ _*d*_ _*u*_ _*l*_ _*t*_ is near, call for help. t l a d u

2. A _*f*_ _*i*_ _*r*_ _*e*_ is one kind of emergency. r e i f

3. _*D*_ _*i*_ _*a*_ _*l*_ 911 or your emergency number. i d l a

4. Stay _*c*_ _*a*_ _*l*_ _*m*_. l m a c

5. Report the _*f*_ _*a*_ _*c*_ _*t*_ _*s*_. a f s t c

fire	calm	dial	adult	facts

LESSON

24 Keeping Cool About Fires

Objectives

Students will be able to demonstrate actions to take in case of a fire.

Students will be able to identify fire escape routes.

Time

Two class periods.

Overview

Fire is the third largest accidental killer of children, after car crashes and drownings. It is the top killer of children in the home. Experts suggest that the majority of these home fires can be prevented.

This lesson helps students learn what to do to prevent fires and to protect themselves in the event of a fire. It builds on the general emergency procedures covered in the previous lesson.

Integration

Art, language arts, math, science, social studies.

Teacher Materials and Preparation

COPY:

- ✓ **What's Wrong with This Picture?** worksheet, one for each student.
- ✓ **Escape Maze** worksheet, one for each student.
- ✓ **Home Fire Safety** letter, one for each student.
- ✓ **Home Fire Safety Checklist** worksheet, one for each student.
- ✓ **Home Fire Escape Plan** worksheet, one for each student.

PREPARE:

- ✓ A space where students can practice "Stop, drop and roll" and "Crawl low" procedures, either in the classroom or in the gym or cafeteria.
- ✓ Cut out newspaper articles about fires. Look for details on how the fire started, how it was reported, how people escaped and how the fire was put out. If no articles appear, talk to the local fire department for general information about recent fires.
- ✓ Contact the local fire department regarding resources, guest speakers, etc., for this lesson. Some fire departments have educational videos available.

MAKE:

- ✓ Transparency or poster of **Match Safety Tips.**
- ✓ Transparency or poster of **Stove Safety Tips.**
- ✓ Transparency or poster of **Get Away from Fire.**

REVIEW:
✓ **What's Wrong with This Picture?** ***Key.***
✓ **Escape Maze** ***Key.***

Procedure

■ Let students know that today's lesson focuses on one kind of emergency: fire. Tell students they will be learning about two aspects of fire safety—preventing fires and protecting themselves in a fire emergency.

Tell students that many fires occur at home. Discuss the major causes of fires in the home—matches, cooking and smoking.

■ Ask students if they know of any fires started by matches. Ask them for suggestions for being safe with matches. Show students the transparency or poster of **Match Safety Tips.** Briefly discuss each tip.

■ Tell students that fires from cooking often happen because people's clothing or potholders get too close to the burners. Fires also occur when people leave pots with grease in them on the stove and the pots catch fire.

Ask about students' personal experiences. Discuss safety suggestions for cooking. Show students the **Stove Safety Tips** transparency or poster.

■ Tell students that smoking is the most common cause of fires in the home. Remind them that smoking is also bad for health. Acknowledge that students cannot control an adult's smoking, but point out that adults who smoke should be very careful to prevent fires.

Mention some other causes of home fires, including frayed electrical wires, rags with oil or gas on them, paper stored too near a stove or heater, candles placed too near curtains.

Tell students that smoke detectors warn us of objects that are smoking or about to catch fire, and of fire in its early stages.

■ Distribute the **What's Wrong with This Picture?** worksheet. Divide the class into small groups. Tell groups to work together to identify the fire hazards in the picture. Tell them to circle each fire hazard they identify. Have each group report to the class on the hazards they found, including why each hazard is dangerous.

■ Discuss what students should do if they see a small fire. Emphasize that the first thing to do is to leave the room or building and tell an adult. If there is no adult around, children should leave the building and call the emergency number from a safe place, e.g., a neighbor's house. Review how to call an emergency number.

■ Ask students if they have ever heard the expression "Stop, drop and roll." Do they know what it means? Explain that it tells you what to do if your clothing catches fire.

- *Stop* moving.
- *Drop* to the floor.
- *Roll* back and forth until the flames are out.

Then they should go find an adult. Emphasize that a person whose clothes are on fire should *never* run, because running makes the fire burn faster. Demonstrate "Stop, drop and roll."

■ Emphasize the importance of crawling low to avoid the smoke from a fire. Tell students that the smoke can be as dangerous as the flames from a fire. Smoke will rise toward the ceiling in a burning building, so you can avoid breathing the smoke by staying low.

If possible, set up an area where students can practice "Crawl low" and "Stop, drop and roll."

- Show students the **Get Away from Fire** transparency or poster, and discuss each point. Review school fire drill procedures and fire escape plans.

You may want to review plans not only to escape from the classroom, but also from the lunchroom or cafeteria, the gym, etc. Map one of these routes on the board to show students how to plan and draw an escape route. Ask students if their families have fire escape plans for the home.

- Distribute the **Escape Maze** worksheet. Tell students to follow the path of people doing the right things to get away from a fire to get through the maze to safety.

Evaluation

Observe class practice of "Stop, drop and roll" and "Crawl low" to assess students' ability to use these procedures. Assess group reports on the **What's Wrong With This Picture?** worksheet for students' ability to identify fire hazards.

Home/Family Involvement

Distribute the **Home Fire Safety** letter and the **Home Fire Safety Checklist.** Tell students to take the letter and the worksheet home to their families and to complete the checklist with an adult.

Distribute the **Home Fire Escape Plan.** Tell students they can take this worksheet home to make a plan with their families. Add any comments relevant to the environment in which students live, e.g., if they live in apartment buildings, tell them not to use the elevators. Tell students to complete the checklist and fire escape plan and return them to class.

Follow-Up/Extension

Arrange a visit to the local fire station to observe how emergency calls about fires are received, how fires are fought and what equipment is used, e.g., special clothes, trucks, hoses.

Have students draw pictures of people escaping from a fire by following one of the escape steps.

Develop a math word problem sheet related to fire escape, with problems such as the following:

- Smoke has spread to five rooms in a nine-bedroom house. How many rooms do not have fire in them?
- It took four minutes for Ray to escape from a burning building, two minutes to run to the neighbor's house, and one minute to call the emergency number. Then it took eight minutes for the fire truck to arrive. How long did it take from the time Ray found the fire to the time the fire truck arrived to put out the fire?

Suggested Resources

National Fire Protection Association, Batterymarch Park, Quincy, MA 02269. (800) 433-3555. This organization sponsors National Fire Prevention Week during the second week of October. It has lists of materials on fire prevention and protection.

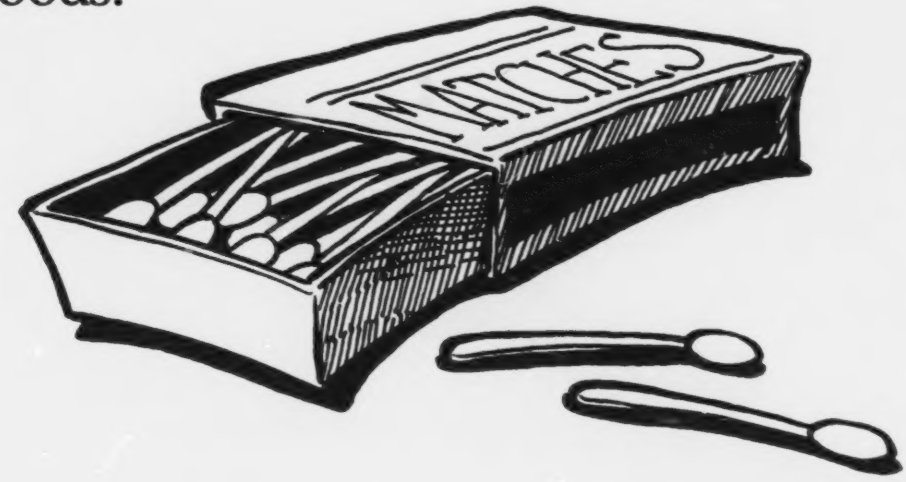
National Safety Council, 444 Michigan Ave., Chicago, IL 60611. (312) 527-4800. This organization also has lists of materials on fire prevention and protection.

Safety Is No Accident: Children's Activities in Injury Prevention. W. Kane. Santa Cruz, CA: ETR Associates. This book of lively activities includes activities on fire safety and ways to escape from a fire.

TEACHER

Match Safety Tips

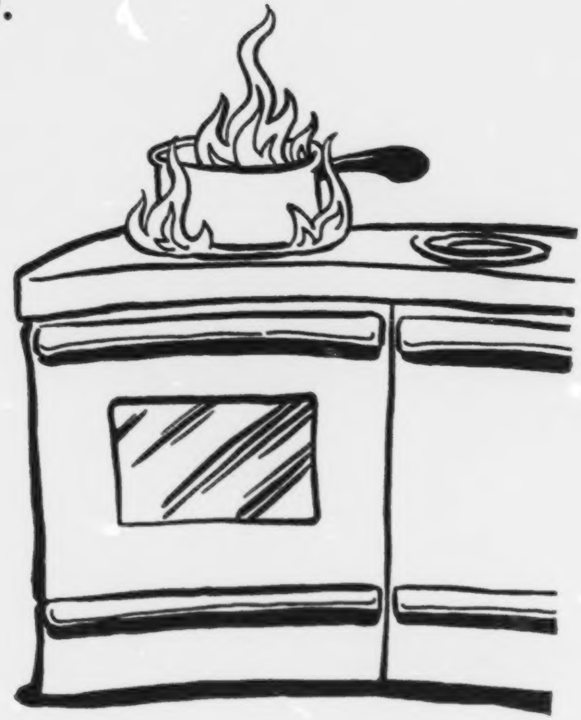
- Keep matches and cigarette lighters out of the reach of children.
- Give matches to an adult if you find them.
- Use matches only when an adult is watching.
- Put used matches in an ashtray or dip them in water before throwing them in the wastebasket.
- Never light matches in tents, barns, grass or woods.



TEACHER

Stove Safety Tips

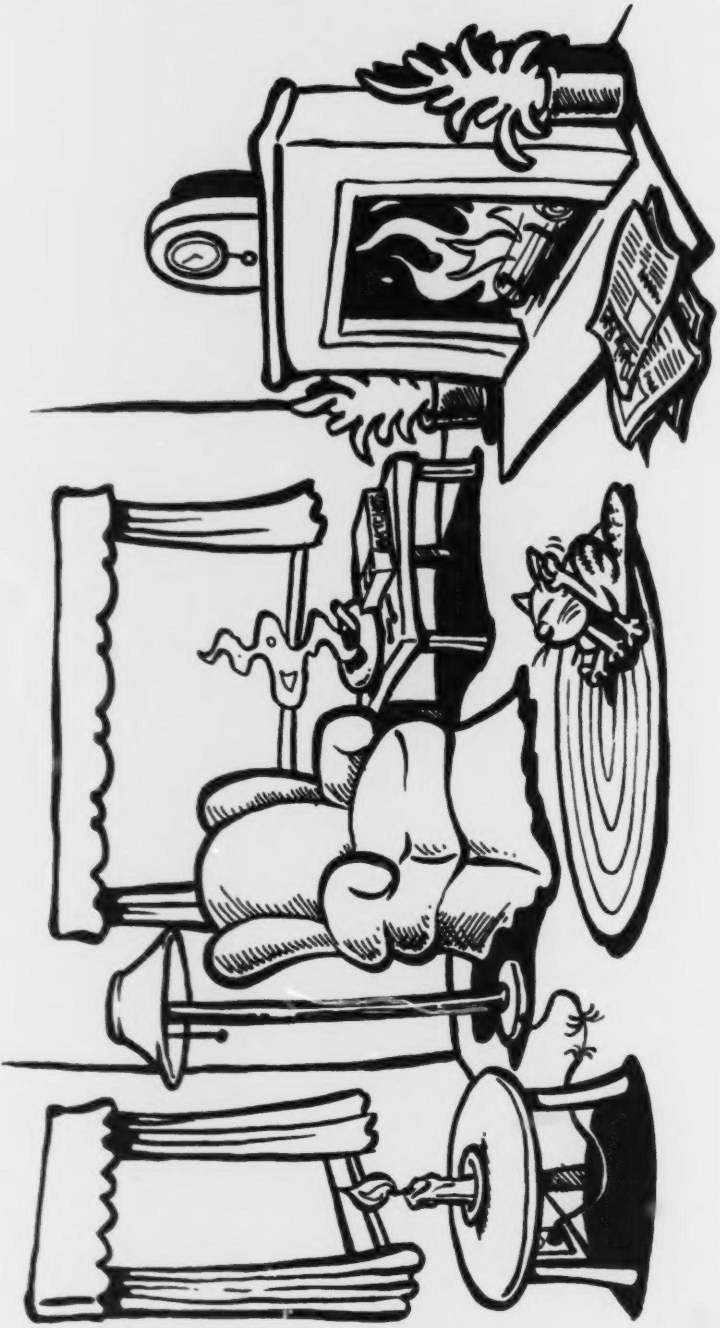
- Don't turn on the stove or cook unless an adult is watching.
- Wear tight-fitting clothes when helping to cook.
- Keep towels and potholders away from burners.
- Turn off burners before going away from the stove.



Name ____

What's Wrong with This Picture?

Directions: Circle each of the things in this picture that could cause a fire.



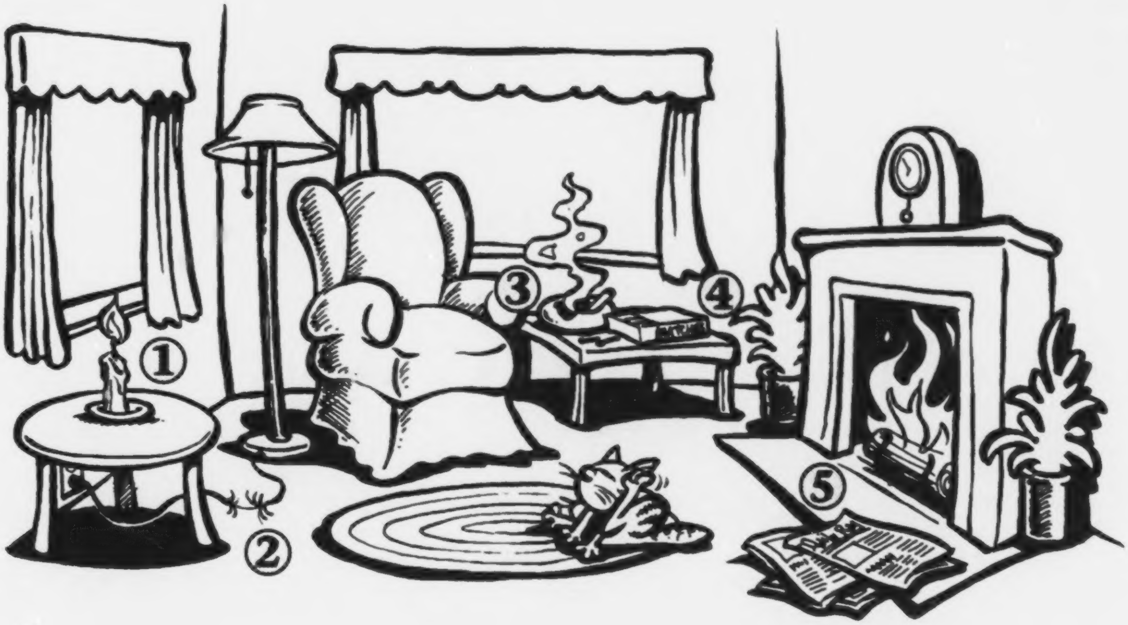
TEACHER

What's Wrong with This Picture?

Key

Directions: Circle each of the things in this picture that could cause a fire.

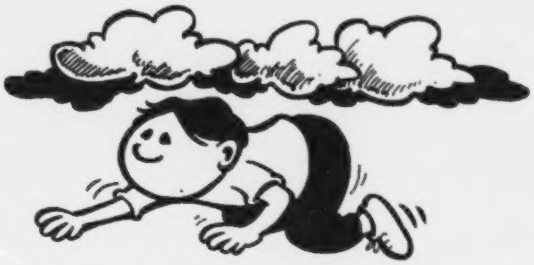
1. *candle near a curtain*
2. *frayed wire on the lamp*
3. *cigarette left burning in an ashtray*
4. *an open box of matches where a child can reach them*
5. *newspapers near the fireplace*



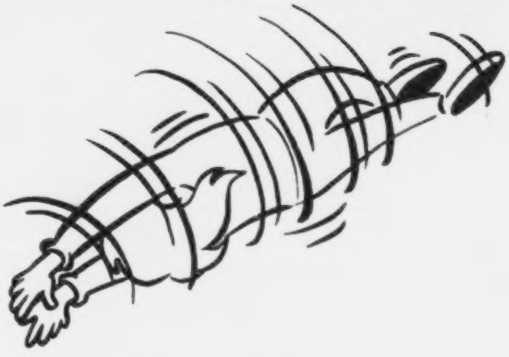
TEACHER

Get Away from Fire

- Get out of the building.
- Touch doors before you open them. If the door is warm or hot, there may be fire on the other side. Find another way out—a window, the roof or a fire escape.



- If you find smoke or flames along the escape route, crawl low.
- Don't stop for pets or toys or other things.

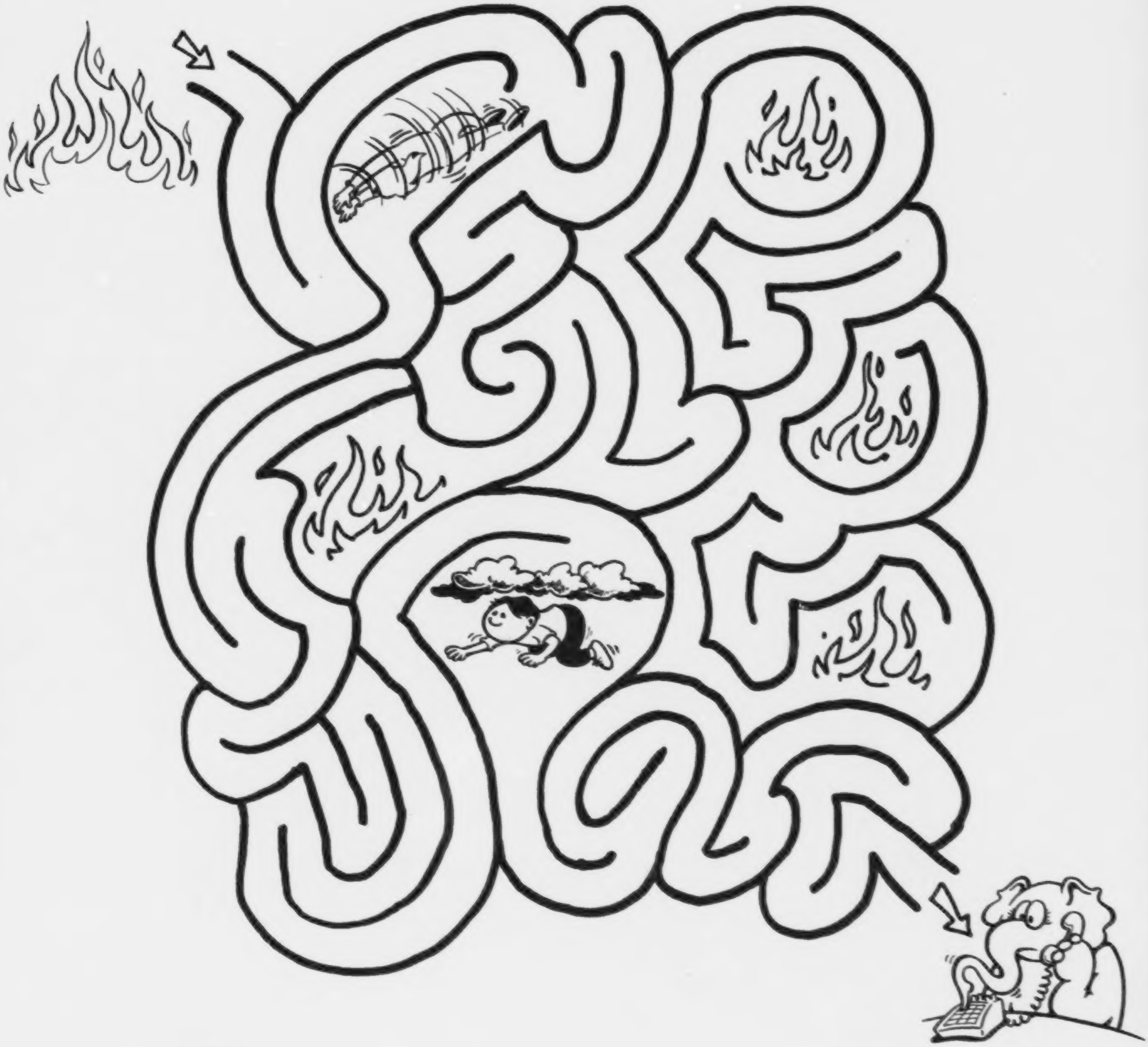


- If your clothes catch on fire, don't run! Stop, drop and roll until the flames are out.
- Never go back inside a burning building.
- At home, go to an outside meeting place to meet your family.
- At school, go the class meeting place.
- Report the fire from a neighbor's phone or a fire alarm box.

Name ____

Escape Maze

Directions: Find the way through the fire to safety.

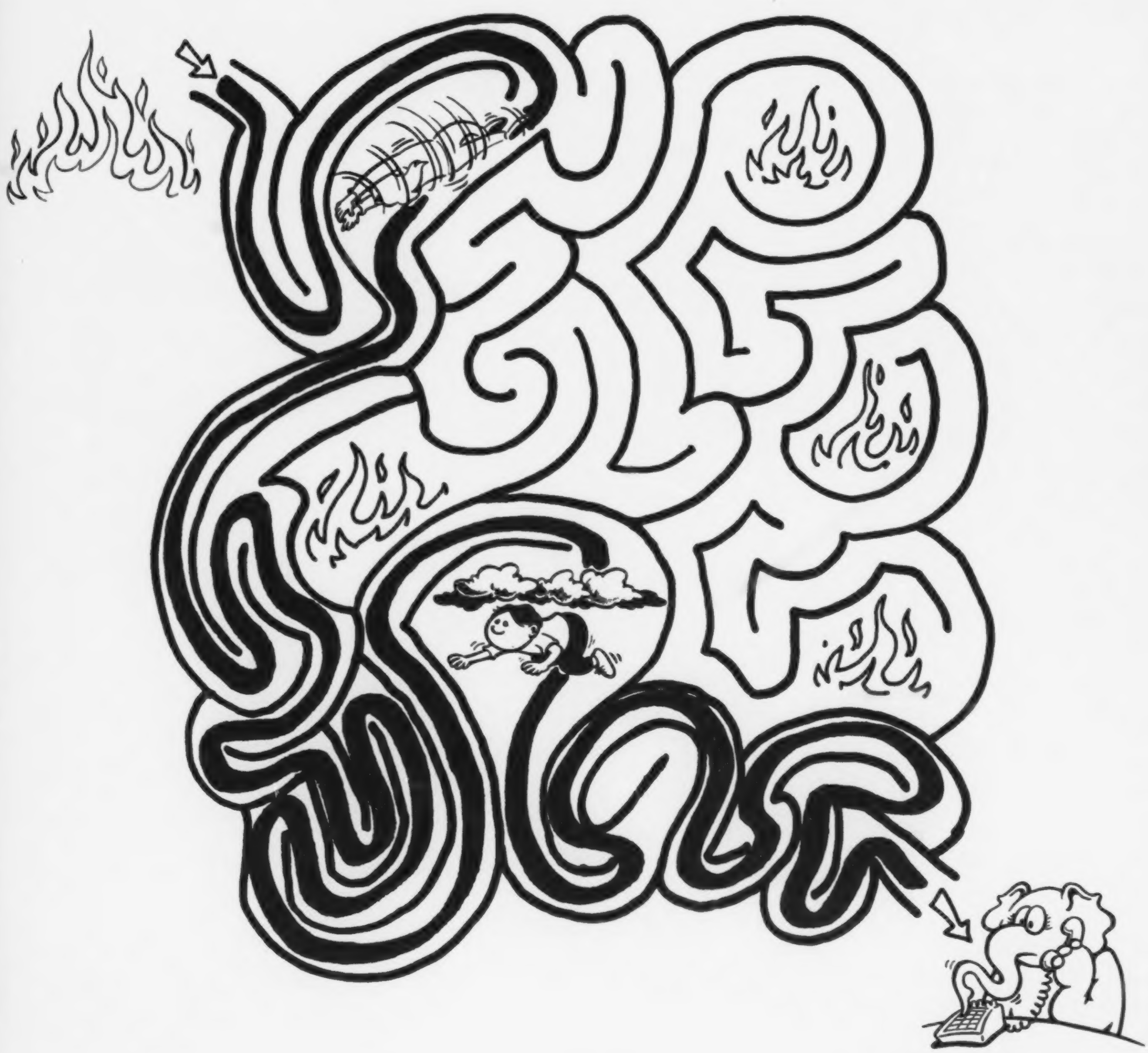


TEACHER

Escape Maze

Key

Directions: Find the way through the fire to safety.



LETTER

Home Fire Safety

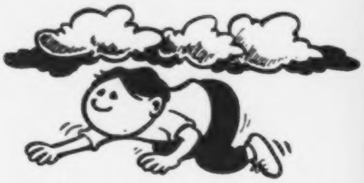
Date: ______________________

Dear Family:

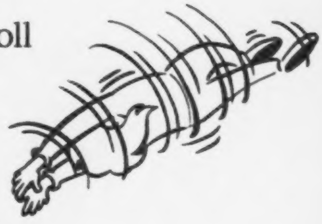
Fire is the third largest accidental killer of children, after car crashes and drowning. It is the top killer of children in the home. Matches, cigarettes and cooking (stoves) are the most common causes of fires. Most of these fires can be prevented.

In health class, children are studying ways to prevent fires and actions to take when a fire occurs. You may want to discuss the following suggestions at home.

- Get out of the building.
- Touch doors before you open them. If the door is warm or hot, there may be fire on the other side. Find another way out—a window, the roof or a fire escape.



- If you see smoke or flames along the escape route, crawl low.
- Don't stop for pets or toys or other things.



- If your clothes catch on fire, don't run! Stop, drop and roll until the flames are out.
- Never go back inside a burning building.
- Go to an outside meeting place to meet your family.
- Report the fire from a neighbor's phone or a fire alarm box.

Your child has a **Home Fire Safety Checklist** and a **Home Fire Escape Plan** to complete. Please help your child complete these worksheets and have him or her return them to school.

Sincerely,

____

Name ____

Home Fire Safety Checklist

Directions: Check the following areas of your home to be sure they are free of fire hazards. Make a mark on the line beside each item as you check it. Ask an adult to help you. Both you and the adult should sign the checklist when you have finished it.

___ We have smoke detectors that work.

___ We have a fire extinguisher.

___ Matches are stored out of reach of children.

___ Newspapers are not stored by the fireplace or stove.

___ Anyone who smokes uses an ashtray.

___ Rags are stored away from heat and flame.

___ Gas and other flammable materials are stored outside the home.

___ No frayed electrical cords are used.

___ The fireplace has a screen in front of it.

___ We have a fire escape plan for the family. The plan includes a place to meet after leaving the building.

___ Emergency numbers are posted near the phone.

Adult's signature

____

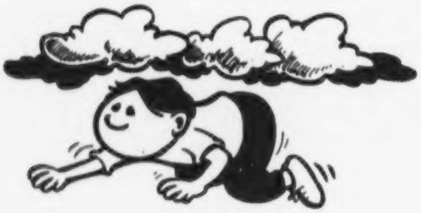
Child's signature

____

Name ______________________________

Home Fire Escape Plan

Directions: Ask a family member to help you make a fire escape plan. Draw the walls, windows and doors of your room below. Draw your bed and other furniture from the top view. Use a red marker or crayon to draw escape routes. If there is more than one exit from the room, put a 1 next to the easiest route and a 2 next to the second choice.



LESSON

25

Looking at Points of View

Objectives

Students will be able to classify different points of view.

Time

One class period.

Overview

Intentional injury (violence) is the second leading cause of death for American youth ages 15 to 24. Homicide is the leading cause of death for Black males in this age group (National Adolescent School Health Survey, 1988). Conflict resolution techniques, especially negotiation, help limit conflict in school classrooms and may also help reduce violent injuries later. At this level, conflict resolution begins with recognizing that different people have different points of view about possible conflict situations.

In this lesson, students look at the different points of view of some fairy tale characters. The idea of standing in someone else's shoes helps illustrate the concept of point of view. A student booklet illustrates the concept in a common home situation.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ The story of *Goldilocks and the Three Bears*. Be prepared to read it to the class.
- ✓ *In My Shoes* student booklet, one for each student.

COPY:

- ✓ **Goldilocks and Baby Bear Play**, for one pair of students.
- ✓ **Jack and the Giant Play**, for one pair of students.
- ✓ **Conflict Resolution** letter, one for each student.

MAKE:

- ✓ Two pairs of shoe cutouts, from **Shoes** teacher page. *Or* bring in two large pairs of shoes.
- ✓ Labels to use with the **Shoes** activity, from **Labels** teacher page.

PREPARE:

- ✓ Review the story of *Jack and the Beanstalk*. Be prepared to summarize it for the class.

REVIEW:

- ✓ **Conflict Resolution *Teacher Background Information*.**

Procedure

■ Read the story of *Goldilocks and the Three Bears* to the class. Point out that there are four different characters in the story—Goldilocks, Mama Bear, Papa Bear and Baby Bear. Tell students that each character probably has a different idea about what happened. Remind students that we all have different feelings about things that happen (as observed during the **Feelings Wheel** game in Lesson 3).

Tell students that one way to get along better with other people is to understand what they are thinking or feeling about a situation, to understand their point of view. Explain that we sometimes describe this understanding as "standing in another person's shoes."

■ Show students the **Shoes** cutouts or the two large pairs of shoes. Place the two pairs of shoes on the floor facing each other. Label one pair Goldilocks and the other Baby Bear.

Tell students you are going to stand in these shoes to act out a play that shows the different viewpoints of Goldilocks and the bears. Move from one pair of shoes to the other as you read or act out the **Goldilocks and Baby Bear Play**.

Discuss the play with students. Ask students why you moved from one pair to shoes to the other during the play (to demonstrate the concept of point of view). Ask what students think Mama Bear's and Papa Bear's points of view might be.

Ask for a pair of student volunteers to act out the play for the class. Choose a good reader to read the play. Have the other student move from one pair of shoes to another as the play is read.

■ Ask students if they remember the story of *Jack and the Beanstalk*. Label the shoes Jack and Giant. Ask for two volunteers to perform the **Jack and the Giant Play** in the same way. Discuss this play. Ask students what they think Jack's mother's point of view was. What about the giant's wife?

■ Tell students that real people have different points of view, too. Distribute the student booklet *In My Shoes*. Depending on the reading level of your students, have students read the booklet individually or in groups or follow along as you read it to the class. Discuss the points of view of Kirby and his mom. Emphasize that understanding different points of view can help people get along better.

Evaluation

Assess students' work in class discussion of the plays and the story for their ability to identify different points of view.

Home/Family Involvement

Distribute the **Conflict Resolution** letter. Tell students to take this letter and the *In My Shoes* booklet home to share with their families. Ask students to return the booklets to school.

Note: You may want to devise a check-out system to be sure all booklets are returned.

Follow-Up/Extension

Keep the **Shoes** cutouts or large shoes in the classroom. Use the process from this lesson to help students see others' points of view when conflicts arise in the classroom or on the playground. Have the students involved in the conflict stand in the shoes. Then ask the class to suggest the different points of view of the two students.

Suggested Resources

Aldo Applesauce. J. Hurwitz. New York: Puffin Books.

Berenstain Bears Get in a Fight and *Berenstain Bears Trouble with Friends.* S. and J. Berenstain. New York: Random House.

Creative Conflict Resolution. W. Kriedler. Glenview, IL: Scott-Foresman. This book for teachers has more than two hundred classroom activities and excellent background information on conflict resolution.

The Quarreling Book. C. Zolotow. New York: HarperCollins.

Swimmy. L. Lionni. New York: Knopf.

TEACHER

Conflict Resolution

Teacher Background Information

We all have conflict in our lives, at school, at home and in the community. Education about conflict resolution can help reduce conflict in the classroom and help students deal more constructively with conflicts when they arise. By providing alternatives, it can also help prevent the future use of life-threatening violence as a way of responding to conflict.

Teachers who have successfully educated their students about constructive conflict resolution have found that they have more instructional time for other parts of the curriculum because they spend less time mediating disagreements. They also report that their classroom climate improves and that students have more energy to devote to learning.

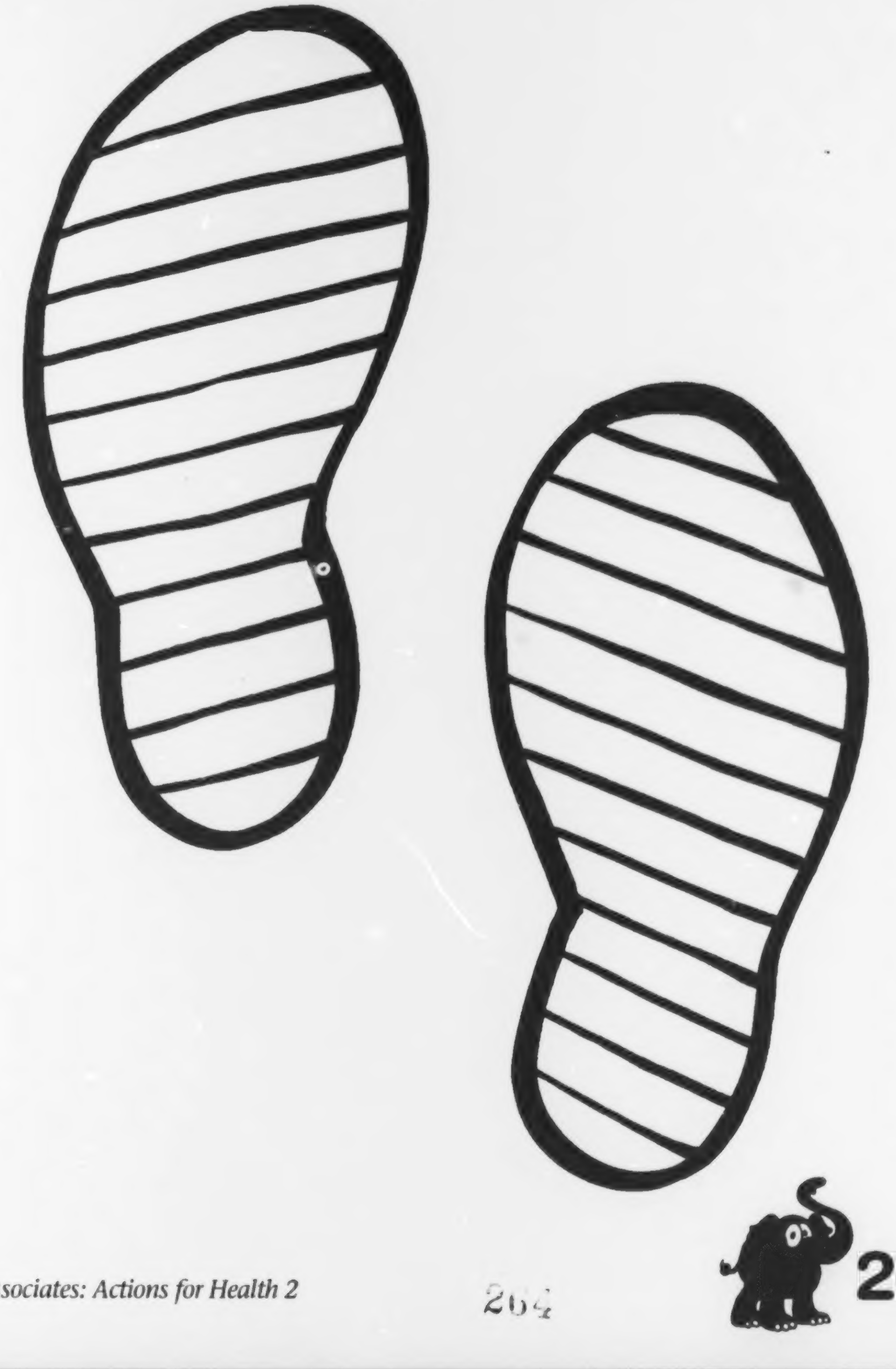
This lesson and the next are designed to introduce conflict resolution concepts and skills to students at an early age. The material will be more effective if students get ongoing help applying it to conflicts as they arise throughout the year. Students will learn better if they see you modeling these skills as you handle conflicts between students and conflicts students may have with you.

The first step in teaching conflict resolution skills to young children is to help them realize that different people have different points of view—they see the same situations in different ways. Understanding another's point of view prepares children to negotiate a solution that pleases both people—a win-win solution.

TEACHER

Shoes

Directions: Enlarge the shoe patterns and make two copies. Glue to construction paper and cut them out.



TEACHER

Labels

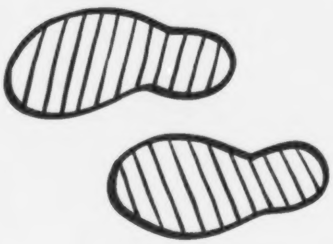
Directions: Cut names apart on the dotted lines and use as labels for the **Shoes** activity.

Goldilocks	Jack
Baby Bear	Giant

TEACHER

Goldilocks and Baby Bear Play

Directions: Place the **Shoes** cutouts or two large pairs of shoes on the floor. Label one pair Goldilocks and the other Baby Bear. Move from one pair to the other as you read the statements for each character. Then have one student read the play while another student changes shoes.



(Stand in Goldilocks's shoes.)

Goldilocks: I was so tired and hungry and cold. When I saw this pretty little house in the woods, I just went in. I didn't mean to hurt anything.

(Move to Baby Bear's shoes.)

Baby Bear: Papa, Mama and I just went out for a short walk in the woods. The porridge was too hot. Mama said it would cool while we were walking. Then we came home and found a strange girl in our house.

(Move to Goldilocks's shoes.)

Goldilocks: I was hungry. The porridge looked so good. I just had to taste it.

(Move to Baby Bear's shoes.)

Baby Bear: I was hungry, too. Then we came home from our walk, and my porridge was all gone.

(Move to Goldilocks's shoes.)

Goldilocks: Then I was tired, so I sat down in the chairs. I never meant to break anything. It was an accident.

(Move to Baby Bear's shoes.)

Baby Bear: She broke my special chair. Papa Bear made it just for me. I felt sad when I saw it was broken.

(Move to Goldilocks's shoes.)

Goldilocks: I didn't mean to fall asleep in the bed. But I was cold and tired, and the bed looked so soft.

(Move to Baby Bear's shoes.)

Baby Bear: I was so surprised to see a strange girl in my bed. I didn't know what to do!

Jack and the Giant Play

Directions: Read the play. Have your partner stand in Jack's shoes while you read what Jack says. Then have your partner move to the Giant's shoes while you read what the giant says.

(Stand in Jack's shoes.)

Jack: The beanstalk was very tall. I wanted to climb it to see what was at the top. Then I found the castle. I had never been to a castle before. So I went inside.

(Move to the Giant's shoes.)

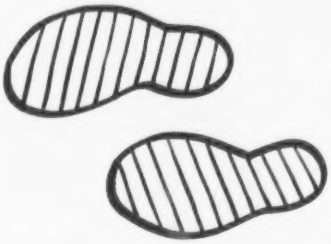
Giant: Fe, fi, fo, fum. My castle is my home. I don't like to have strange boys in my home. They break things and take things.

(Move to Jack's shoes.)

Jack: My mother was very hungry. We had no money to buy food. I took the giant's treasures home to mother, so she could buy some food.

(Move to the Giant's shoes.)

Giant: Those things belonged to me. People should not take things that do not belong to them. I feel angry when people steal from me.



LETTER

Conflict Resolution

Date: ______________________

Dear Family:

As part of the second grade health curriculum, students are learning about some techniques that can reduce conflict. Conflict resolution techniques, especially negotiation, help limit conflict in school classrooms and may also help reduce violent injuries later.

For second graders, conflict resolution begins with recognizing that different people have different points of view. In class, students looked at the different points of view of some fairy tale characters.

We used the idea of standing in someone else's shoes to help illustrate this concept. Your child has a booklet to share with you that illustrates this concept in a common home situation. We hope you will enjoy reading this booklet with your child. Please call if you have any questions.

An Actions for Health Book
In My Shoes
ETR ASSOCIATES

Sincerely,

____

LESSON

26

Cool Down

Objective

Students will be able to describe actions or statements that can increase or reduce conflict.

Time

One class period.

Overview

This lesson builds on the concept of different points of view introduced in the previous lesson. Students learn to identify words or phrases, facial expressions and actions that heat up or cool down conflict. They work in pairs to roleplay ideas for dealing with common home and school conflicts, then present these roleplays to their classmates.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Art supplies (crayons or markers) for students.
✓ **Shoes** cutouts or large shoes, from Lesson 25.

COPY:

✓ **Cool Down** worksheet, one for each student.
✓ **Heat Up** worksheet, one for each student.

REVIEW:

✓ **Communication and Conflict.**

Procedure

■ Show students the **Shoes** cutouts or large shoes you used in Lesson 25. Ask students what standing in someone else's shoes means (seeing another person's point of view). Tell students that understanding different points of view is the first step in handling disagreements or conflicts.

Explain that a conflict is a disagreement that involves strong or uncomfortable feelings. Ask students what the conflict was in the student booklet *In My Shoes*. (Kirby wanted his mother to play with him; his mother was tired and had to cook dinner.)

■ Ask students if they can think of some other conflicts or disagreements that happen at home or at school. Write students' responses on the board. Possible responses include:

- Two people want to use the same swing at the same time.
- One person doesn't want to play with another person.
- You and your brother or sister want to watch different television shows.
- You want to play outside after school, but your father wants you to do your homework first.

■ Tell students that we have choices when we have a disagreement or conflict. Things we do or say can make the conflict easier or harder to settle. Explain that our messages can cool down or heat up the conflict. Messages that make it easier to agree cool down conflict. Messages that upset people heat up conflict.

Distribute the **Cool Down** and **Heat Up** worksheets. Tell students to color the ice cube and the fire.

■ Tell students you're going to demonstrate some words, actions and faces that can cool down or heat up conflict. Tell them to use the **Cool Down** and **Heat Up** worksheets to show how they think your words, actions or facial expressions would affect a conflict.

If they think what you've done would cool down the conflict (make it easier to resolve), they should hold up the picture of the ice cube. If they think what you've done would heat up the conflict (make it worse), they should hold up the picture of the fire.

Act out some of the statements (words), actions or facial expressions listed on the **Communication and Conflict** teacher page. After each demonstration, have students vote with their cards. Discuss any messages that students don't understand.

■ Point out the conflicts listed on the board earlier. Divide the class into pairs. Tell each pair to choose one of the conflicts listed and think about what would cool down the conflict. Tell pairs to plan a short roleplay to show the class a way to cool down the conflict they choose.

Remind students that one way to cool down conflict is to think about the other person's point of view. Put yourself in the other's shoes and think about how would you feel if this happened to you.

When students have had time to plan their roleplay, put the large shoes or cutouts down on the floor. Have pairs take turns coming to the front of the class to stand in the shoes.

Have each pair tell the class what conflict they chose and then show or say the words, actions or facial expressions that would cool down the conflict. Have the rest of the class use their **Cool Down** and **Heat Up** cards to vote on whether they think the pair's messages would cool down or heat up the conflict.

Evaluation

Assess students' participation in class discussion and pair presentations for their ability to describe actions that cool down or heat up conflict.

Follow-Up/Extension

Develop class guidelines for dealing with conflict. Consider the following points:

- Make the rules specific.
- Explain each rule and the reason behind it.
- List the consequences if the rule is broken. (Be sure that you as the teacher can live with these.)
- Enforce the rules consistently.

Show students pictures of elephants and other wild animals. How do they defend themselves or resolve conflicts? Point out that humans have many more ways to communicate, so they have more choices about resolving conflict.

TEACHER

Communication and Conflict

Directions: Choose messages randomly from each list to act out for the class. Be sure to use actions and body language, not just words. Have students indicate after each demonstration whether that message cools down or heats up conflict.

Cool Down Messages

Explain how you feel—I feel....

Explain what you really meant.

Ask the other person to explain what he or she thinks or feels.

Say that you want to work it out.

Say exactly what is bothering you.

Take time out. Ask to talk later after you have both calmed down.

Apologize.

Smile.

Gently touch the other person or hold her or his hand.

Listen carefully.

Ask others to help you work it out.

Heat Up Messages

Call someone names.

Blame the other person.

Whine.

Threaten the other person.

Interrupt the other person.

Push someone.

Hit, pinch or kick.

Stick out your tongue.

Yell.

Make insulting gestures or sounds.

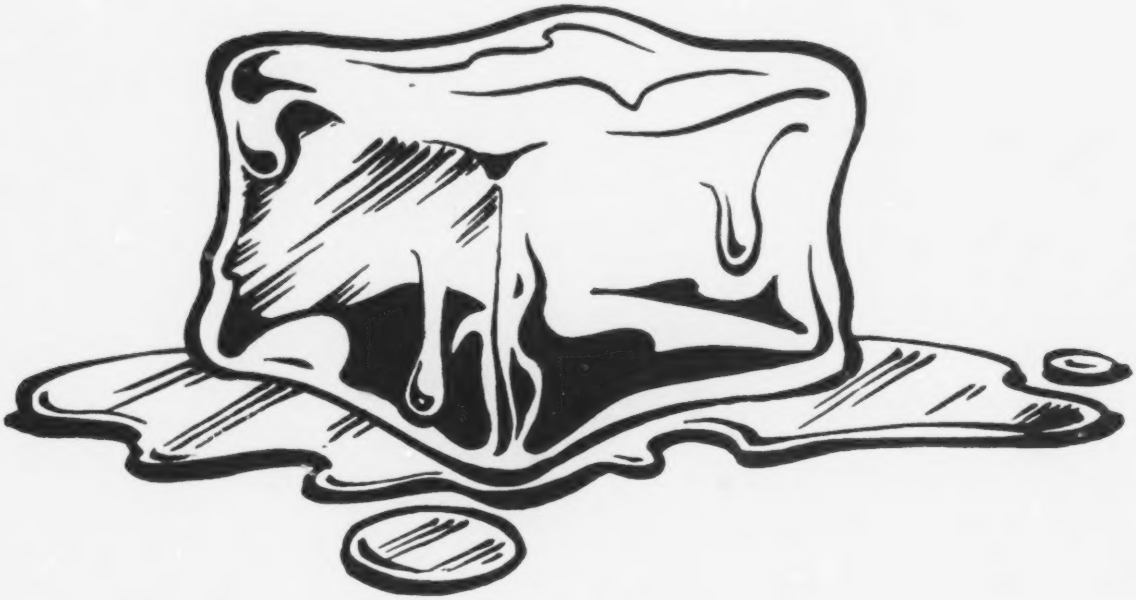
Make fun of someone.

Try to get other people to take your side against someone.

Name ______________________________

Cool Down

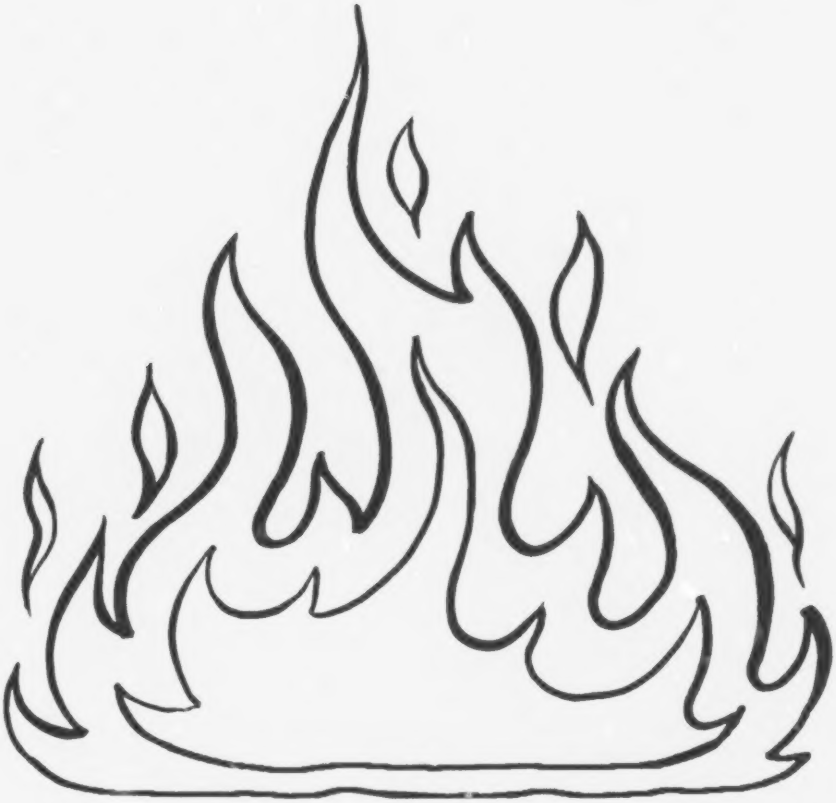
Directions: Color the picture. Use it to vote for messages that cool down conflict.



Name ____

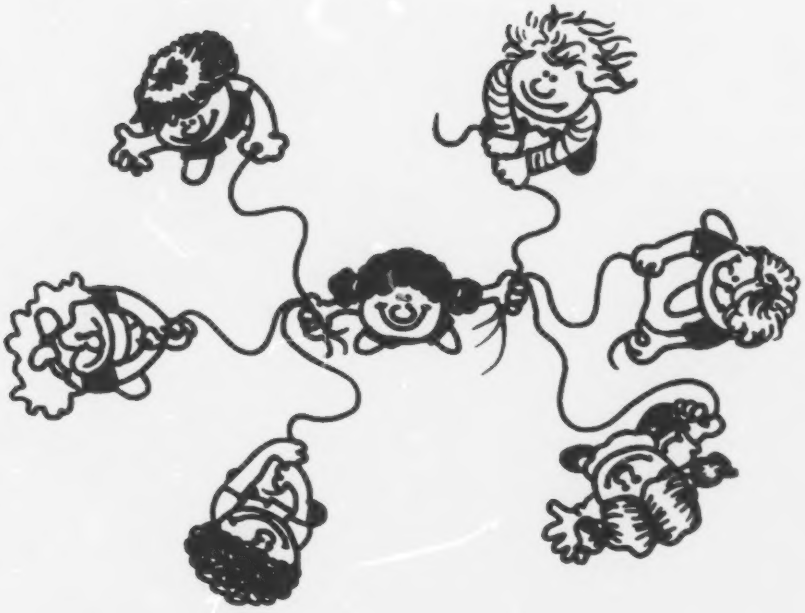
Heat Up

Directions: Color the picture. Use it to vote for messages that heat up conflict.



UNIT VII

Communicating About Health in the Community



LESSON

27

What's Real?

Objective

Students will be able to identify misleading advertising messages.

Time

One or two class periods.

Overview

Researchers estimate that by the time most young people graduate from high school, they have spent 11,000 hours in school and 15,000 hours watching television. In the time they spend watching television, these young people are exposed to approximately 10,000 advertisements about food alone.

This lesson encourages students to look carefully at advertisements and to question their truth. Students discuss television advertisements for toys and foods. They look at and discuss some tobacco advertisements, then see two "truth about tobacco" ads. Students then create their own ad that shows the truth about a toy or food they've seen advertised. A family letter encourages adult/child viewing and discussion of television ads aimed at children.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Drawing paper for students.
✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Advertising and Children** letter, one for each student.

MAKE:

✓ Transparencies or posters of **True Tobacco Ads**.

PREPARE:

✓ Clip one or two tobacco advertisements from magazines. Look for ads that feature attractive images—people, scenery, etc.
✓ Clip an ad for smokeless (chewing or spitting) tobacco (optional).

Procedure

■ Ask students to brainstorm some toys or foods they've seen advertised on TV. Ask if any students have ever bought a toy or a food they saw advertised on TV and then been disappointed when they brought it home. Ask for examples, e.g., a toy airplane that looked as if it could really fly but only crashed and broke, a cereal that didn't taste good, a game that looked like fun but was boring.

Review the difference between truth and pretending, real and imaginary, as necessary. Tell students that the purpose of advertising is to make people want to buy the product. Point out that television advertisements often make toys and other things, especially breakfast cereals, seem more exciting or interesting than they turn out to be in real life.

■ Tell students that while advertisers don't necessarily lie, they don't always tell the whole truth about the product. Show students the tobacco advertisements you clipped. Ask them what the ads make them think of. Have students brainstorm the things they see in the advertisements, e.g., pretty trees, pretty faces, people having fun.

Remind students of what they have learned about tobacco in Lesson 20 (it's bad for the heart and lungs). Explain that tobacco smoke clogs the lungs, so smokers may have trouble breathing. Tobacco also makes hearts tired, so people who use it may have trouble exercising. Smoking can also cause teeth to turn yellow, and it may cause more wrinkles on people's faces.

Ask students if they've heard of smokeless (chewing or spitting) tobacco. Explain that this kind of tobacco hurts the heart, too. It can also cause ugly sores in the mouth.

Ask students if the advertisements show any of these things about tobacco. Point out the warning label. Explain that tobacco manufacturers were forced by the government to put this label on tobacco. Ask students why they think the government made tobacco companies do this (because the harmful effects of tobacco were never shown in advertising).

■ Ask students what they think an ad that told the truth about tobacco would look like. Show students the **True Tobacco Ads**, and discuss the differences between these ads and the advertisements you clipped.

Possible differences include:

- The tobacco company ad shows pretty faces; the true ad shows ugly teeth.
- The tobacco company ad shows pretty places; the true ad shows ugly tobacco smoke.

■ Ask students what they think an ad that told the truth about a toy or a food they've seen advertised on TV would look like. Distribute drawing paper and art supplies. Tell students to make up an ad that shows the truth about a toy, a breakfast cereal, a snack food or some other item they've seen advertised.

Tell students that first they will have to decide what product they want to make an advertisement for. They should think about how television shows the product and then about how it *really* works or tastes. Then they can decide what they want their ad to show about the product.

Note: This activity can be done individually, in groups or as homework. Choose the process that's most appropriate for your students.

If students work in groups, tell them to pick one or two people from the group to tell the class about their ad when they are finished. Have groups present their ads to the rest of the class.

Evaluation

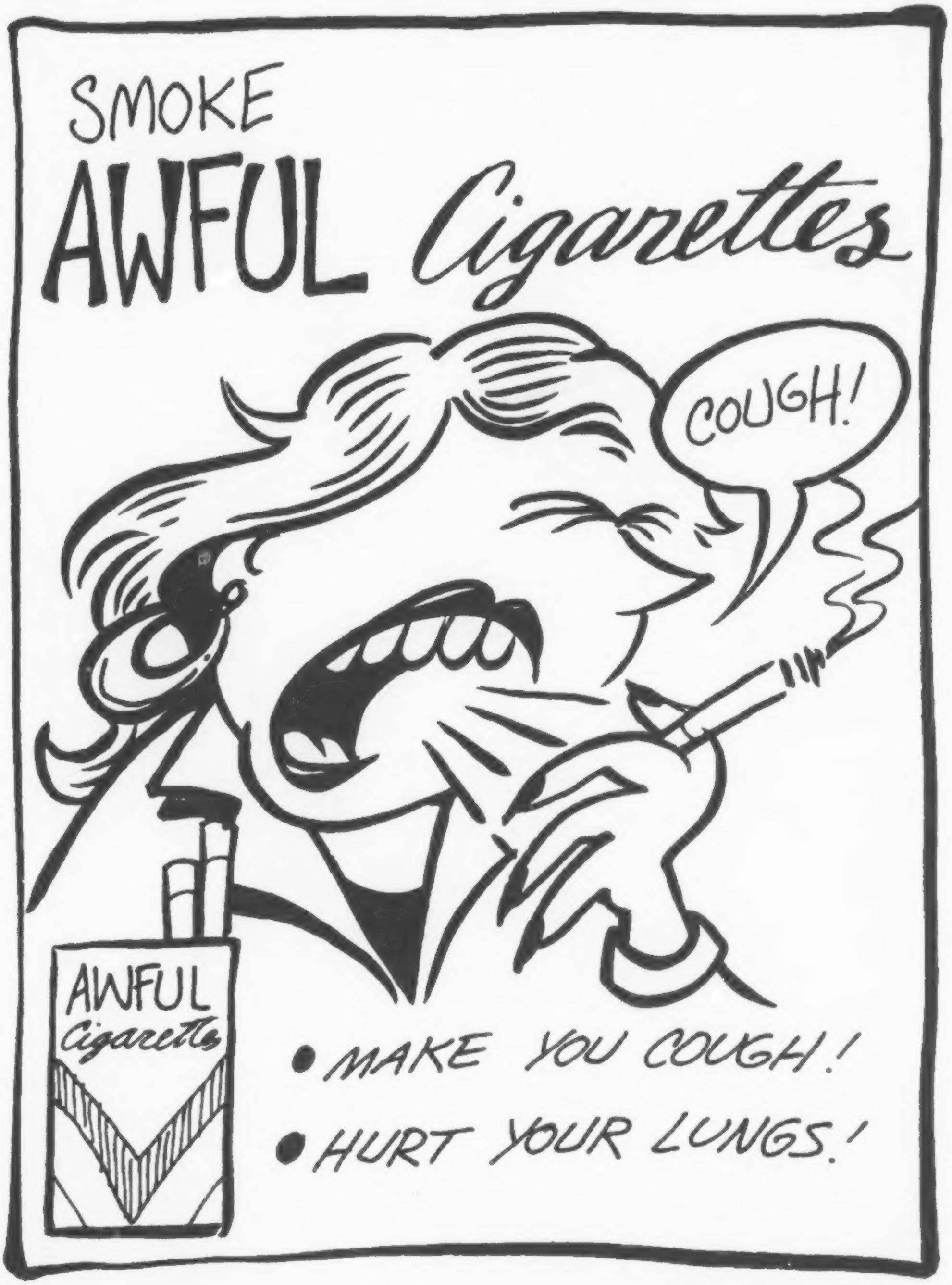
Assess students' discussion in class and their work on advertisements for their ability to recognize misleading advertising messages.

Home/Family Involvement

Distribute the **Advertising and Children** letter and ask students to take it home to share with their families.

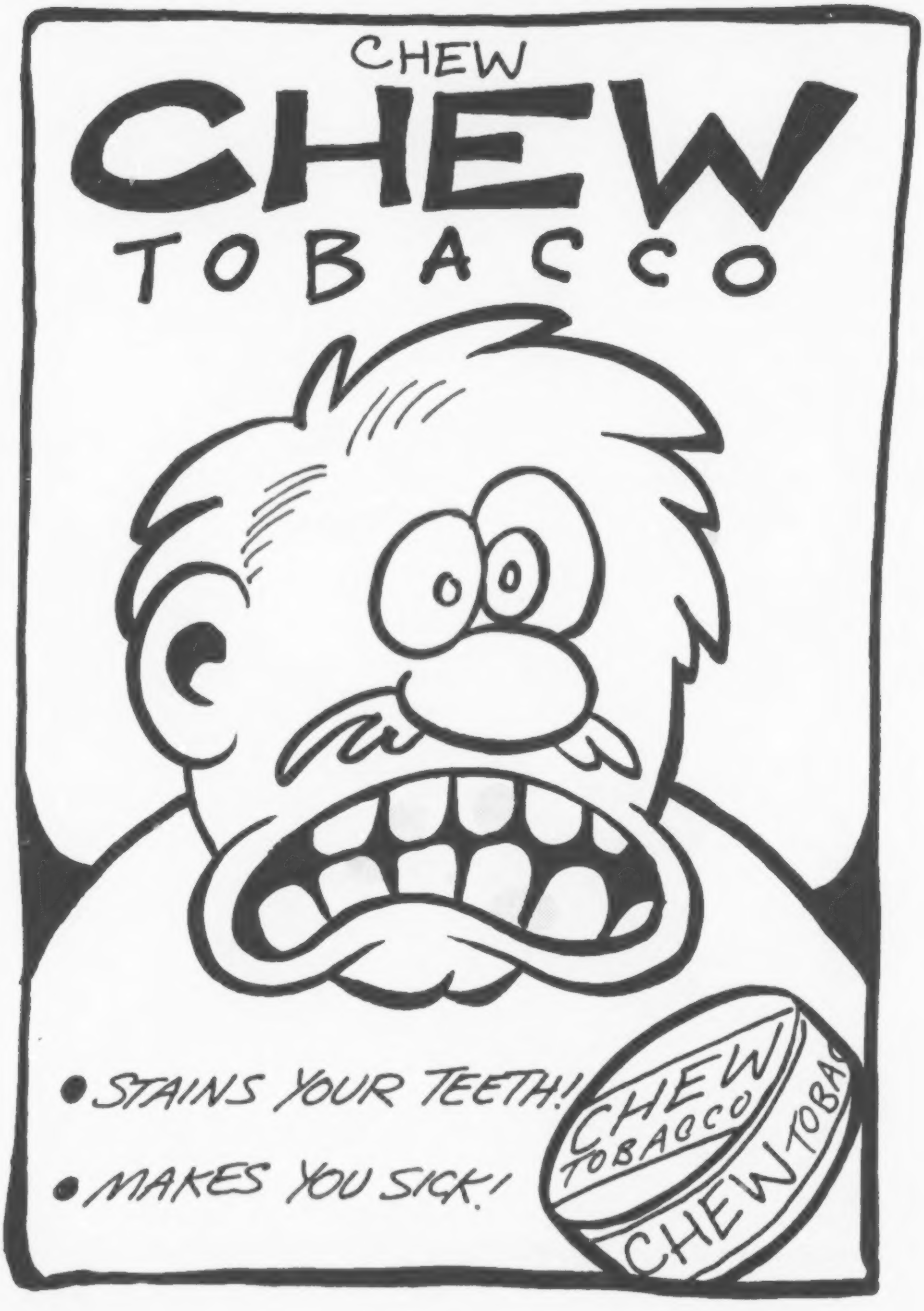
TEACHER

True Tobacco Ads


SMOKE
AWFUL Cigarettes
COUGH!
AWFUL Cigarettes
• MAKE YOU COUGH!
• HURT YOUR LUNGS!

TEACHER

True Tobacco Ads


CHEW
CHEW
TOBACCO
• STAINS YOUR TEETH!
• MAKES YOU SICK!
CHEW TOBACCO
CHEW TOBAC

LETTER

Advertising and Children

Date: ____________________

Dear Family:

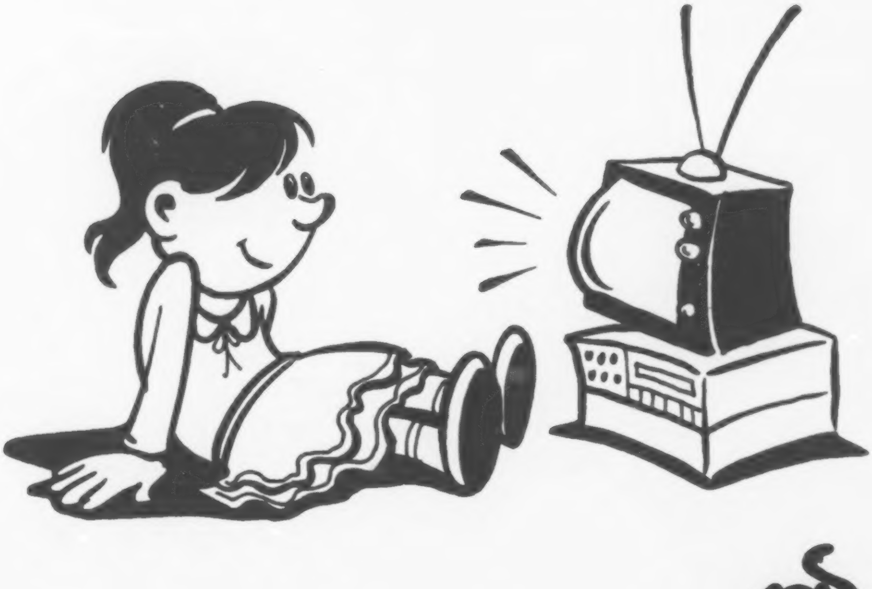
In health class, students have been studying advertising messages. They've learned that ads don't always tell the truth about the products they advertise. Students have also learned that the purpose of advertising is to sell products.

Try to watch some children's television with your child and discuss the ads. Has your child ever been disappointed in a toy she or he saw advertised on television? You may want to discuss a time when you were disappointed in something you bought.

Becoming aware of false advertising messages helps promote children's health as they learn to evaluate health claims and resist pressures to buy products that are harmful to health.

Sincerely,

____



LESSON

28

Community Health Net

Objectives

Students will be able to list health workers in the community.

Students will be able to describe how various health workers contribute to health.

Time

One class period.

Overview

This lesson reviews the health workers discussed earlier in the year and discusses some others. Students construct a "health net" that illustrates the variety and number of health helpers in the community.

Note: The health net activity in this lesson is easier to do in an open space where students can spread out.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:

✓ Twelve-foot pieces of yarn or crepe paper, one for each student.

REVIEW:

✓ **Health Net *Example.***

Procedure

■ Remind students that during the year they have learned about many different health workers, people who help keep people healthy and take care of people when they are sick. Ask students to name these health workers and describe how they help people stay healthy. List the health workers on the board (without descriptions). Responses should include:

- doctors—do medical check-ups, prescribe medicine, decide when you need to go to the hospital
- nurses—help with check-ups, give shots (immunizations) to help you stay well, check height and weight
- counselors—help you talk about problems
- firefighters—keep you safe from fires, provide help in other emergencies
- police officers—provide help in emergencies

Ask students if they know of any other health workers. Add these people to the list. Be sure the list includes the following:

- hospital workers—help care for you when you're in the hospital
- pharmacists—prepare the medicines a doctor prescribes
- scientists—study diseases to learn how to prevent them
- ambulance drivers—do first aid, take sick or injured people to the hospital very quickly

Tell students that many other people help us stay healthy. We can call these people health helpers. Ask students if they can list some of these people. Examples include:

- family members (parents, brothers, sisters, aunts, uncles, grandmothers, grandfathers)—take you to the doctor, give medicines, take care of you when you're sick
- friends—care for you when you're sick, send cards and letters to cheer you up
- teachers—teach you about health
- school secretaries—call your family if you're ill at school, help keep track of your health records
- school custodians—keep school grounds and buildings clean and safe
- trash collectors—pick up trash and garbage to keep homes and buildings clean
- clergy (ministers, priests, rabbis)—talk to people about problems

Add these people to the list on the board.

■ Tell students they're going to build a health net of health workers and health helpers. Ask for a volunteer to be the person who needs help. Have this student stand in the center of the room.

Tell the other students to think of the health worker or health helper they could be to help this student. Give each of these students one end of a piece of yarn or a crepe paper strip and give the other end to the student in the center. As you hand out the yarn or crepe paper, ask each student to explain what health worker or health helper he or she is and how he or she can help the person who needs help.

Encourage students to choose a variety of roles. If necessary for your students, write the roles on cards and distribute them to students. When the net is finished, point out the number of different people ready to help children and others be healthy.

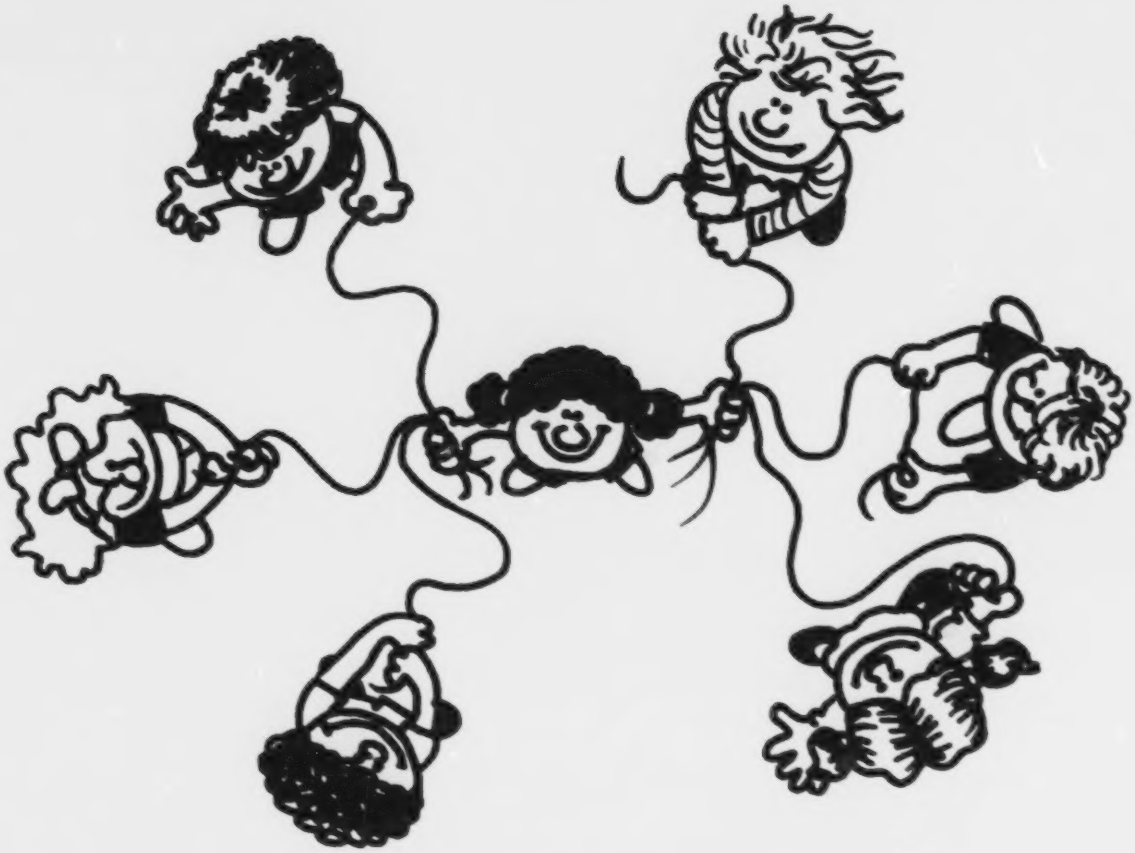
Evaluation

Assess students' participation in the health net for their ability to identify health personnel and their roles.

TEACHER

Health Net

Example



SPECIAL EVENT

SPECIAL EVENT

Communication and Health Celebration

In this special event, students have the opportunity to demonstrate to family members or friends what they have learned about health and communication during the second grade health classes. If you have access to a video camera, you may want to record activities throughout the year and put together an overview to show at this event. The event includes communication activities for students and adults to participate in together.

The program requires advance preparation. Allow adequate time to write and send invitations and to prepare a display of student work. You may also want to have students develop or practice demonstrations of some of the health activities they have participated in during the year.

Invitations

Have students make invitations for their families. Send these home at least two weeks before the event with a note from you. (See **Family Invitation *Sample*.**) Be sure to request a reply.

If no one from a student's immediate family can attend, encourage the student to invite another relative or an older friend from school. Each student should have someone to participate in the activities with her or him.

Ask the principal to speak to family members and other guests about the importance of health education. Also invite school and community resource people who have participated in the health lessons, e.g., school nurse, guidance counselor, doctor. Include any older students who helped in the class and any other classroom helpers.

Invite local media to cover the event. Emphasize that the event is part of a comprehensive school health curriculum. Describe how families and the community have cooperated to help the class develop good health habits.

Student Work

Prepare displays of student work. You may want to ask students to bring work back to school for display. Suggested displays include:

- ✓ **Giving Soft Snugglies** worksheets, from Lesson 5.
- ✓ Medical Corner, from Lesson 16.
- ✓ Healthy Drinks Collage, from Lesson 20.
- ✓ **What's Wrong with This Picture?** worksheets, from Lesson 24.
- ✓ Students' truthful ads, from Lesson 27.

Have students practice activities to present to the guests. Select activities and examples of student work to represent lessons from all the units in the curriculum. Suggested activities include:

- ✓ Feelings Bag, from Lesson 12
- ✓ first-aid treatments, from Lesson 17
- ✓ saying no, from Lesson 21
- ✓ favorite activities, from Lesson 22
- ✓ calling an emergency number, from Lesson 23
- ✓ **Goldilocks and Baby Bear Play** or **Jack and the Giant Play**, from Lesson 25

- ✓ cool down or heat up roleplays, from Lesson 26
- ✓ health net, from Lesson 28

Teacher Welcome

Welcome everyone to a celebration of the students' increased knowledge of health and improved ability to communicate. Briefly review the second grade curriculum units and describe today's program.

Thank family members for their cooperation with the home activities (Home Fire Safety Checklist and Escape Plan, Family Friends thank-you notes, Look at Me—Then and Now booklets). Emphasize the importance of cooperation between home, school and community in the formation of healthy habits; children are more likely to develop healthy habits if they receive consistent and reinforcing messages from many different sources.

Student/Guest Activities

Encourage students and their guests to participate in one or more of the suggested activities. Ask for a volunteer to take pictures during the activities for a class book about the special event. Begin with the Magic Scarf activity from Lesson 1.

Magic Scarf Activity

Explain (or ask a student to explain) the purpose of the Magic Scarf (to make it easier or more fun to participate and to encourage listening). Go over the groundrules for discussion students have learned—no put-downs, everyone gets a turn, its OK to pass.

Encourage everyone to complete the sentence that you start. Explain that each person should repeat what his or her neighbor says, then complete his or her own version of the sentence. Start a sentence such as I feel…when…[describe a situation].

SPECIAL EVENT

Please Scratch My Back

This is a listening and talking communication activity. Pair students with their family members or guests.

Ask family members/guests to give verbal directions to the students about how to scratch their backs. Explain that adults may not touch students or demonstrate. They may talk over how they will communicate before they begin. (Clarify *up, down, in, out,* etc.)

Reverse roles and repeat the activity if students and guests are enjoying themselves and not finding the activity too difficult. Then discuss the activity. What was difficult? What was easy?

Mirrors

This is an observation and nonverbal communication exercise. Have each student face his or her guest. Explain that one person is the Mover. This person should move slowly and smoothly in any way while standing in the same place.

The other person is the Mirror. The Mirror's job is to follow the Mover's moves and mirror them. Ask pairs to decide who is the Mover and who is the Mirror to begin. Reverse roles after about five minutes. Discuss comments and questions after the activity.

Refreshments

Ask for volunteers to bring or help prepare simple healthy snacks. End the special event with healthy snacks and an opportunity to look at the displays of student work.

SAMPLE

Family Invitation

Date: ______________________________

Dear Family:

Your child's class invites you to celebrate the completion of our second grade health program on ____.
(date and time)

At this celebration you will see what students have learned about health and communication. It is also our way of thanking you for your cooperation in helping children develop healthy habits.

The event will include displays and demonstrations of student work and a few communication games for students and family members to play together.

The students look forward to showing you what they have learned. We hope that every child will be able to have a family member or friend at the program. Please return the slip to indicate whether you can attend.

Sincerely,

____

- -

Child's name ____

Check one:

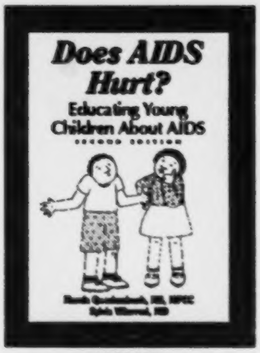
_______ I (we) plan to attend the special event. (Number of people_____)

_______No one from our family will be able to attend. Please invite one of my child's friends to attend.

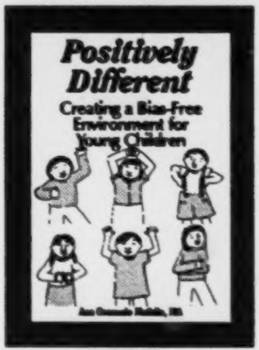
Signed____

How to Order
Suggested Elementary Resources

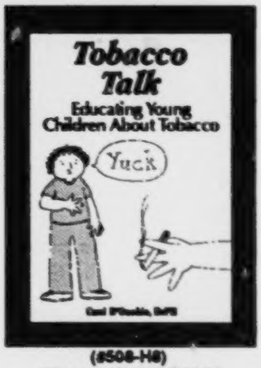
Practical Handbooks


Does AIDS Hurt?
Educating Young Children About AIDS
SECOND EDITION

(#353-H8)
148 pages/paper/$14.95

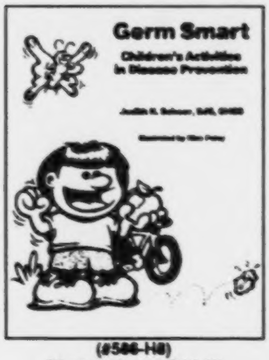

Positively Different
Creating a Bias-Free Environment for Young Children

(#509-H8)
93 pages/paper/$14.95


Tobacco Talk
Educating Young Children About Tobacco

(#508-H8)
176 pages/paper/$14.95

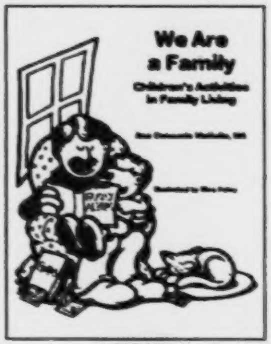
Creative Activity Books


Germ Smart
Children's Activities in Disease Prevention

(#586-H8)
50 pages/paper/$12.95

The Multicultural Caterpillar
Children's Activities in Cultural Awareness

(#585-H8)
58 pages/paper/$12.95


We Are a Family
Children's Activities in Family Living

(#587-H8)
55 pages/paper/$12.95

Take-Home Pamphlets

Talking With Your Young Child About Sex

Talking With Your Young Child About Sex (#129-H8)

Talking With Your Child About Death

Talking With Your Child About Death (#188-H8)

Talking With Your Child About Prejudice

Talking With Your Child About Prejudice (#868-H8)

These are just a few of the innovative books, posters and pamphlets available from ETR Associates to supplement your elementary program. Make health interactive, educational and fun!

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Grade Two of *Actions For Health* helps students understand communication and its important role in complete health! This comprehensive curriculum begins with skills-based activities on the "ABCs of Communication." Students use those skills throughout 30 imaginative, easy-to-use lessons. Ellie Elephant helps children communicate in diverse ways about family life, daily health habits, drugs, conflict resolution and other key health issues.

Actions for Health is the elementary component of the *Contemporary Health Series,* a comprehensive health education curriculum for grades K–12 from ETR Associates.

Actions for Health helps you:

- address the complete scope of recommended health education content
- teach and reinforce early prevention skills
- incorporate lessons into all areas of the elementary curriculum
- build home, school and community partnerships
- make health education interesting, personal and fun for teachers and students alike!

"Lots of interactive activities.... Closely follows our state framework for health education."

— Elizabeth Gallun, Prince George's County Public School
Landover, Maryland

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An *Actions for Health* Book

Ellie's Special Friends

Ramona Robin
Omar Octopus
Darlene Dolphin
Jamal Giraffe
Benny Bat
Mario Monkey
Molly Mole
Anita

ETR ASSOCIATES

CONTEMPORARY HEALTH SERIES

Ellie's Special Friends

An *Actions for Health* Book

by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

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Published by ETR Associates
Printed in the United States of America
10 9 8 7 6 5 4 3 2 1

Design by Ann Smiley

Title No. H022

Library of Congress Cataloging-in-Publication Data

Ellie's special friends / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: When Ellie Elephant decides to have a birthday party, her friends spread the word using different methods of communication.
ISBN 1-56071-106-X
[1. Communication—Fiction. 2. Animals—Fiction. 3. Elephants—Fiction. 4. Birthdays—Fiction. 5. Parties—Fiction.] I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.E4288 1992
[E]—dc20 92-8358

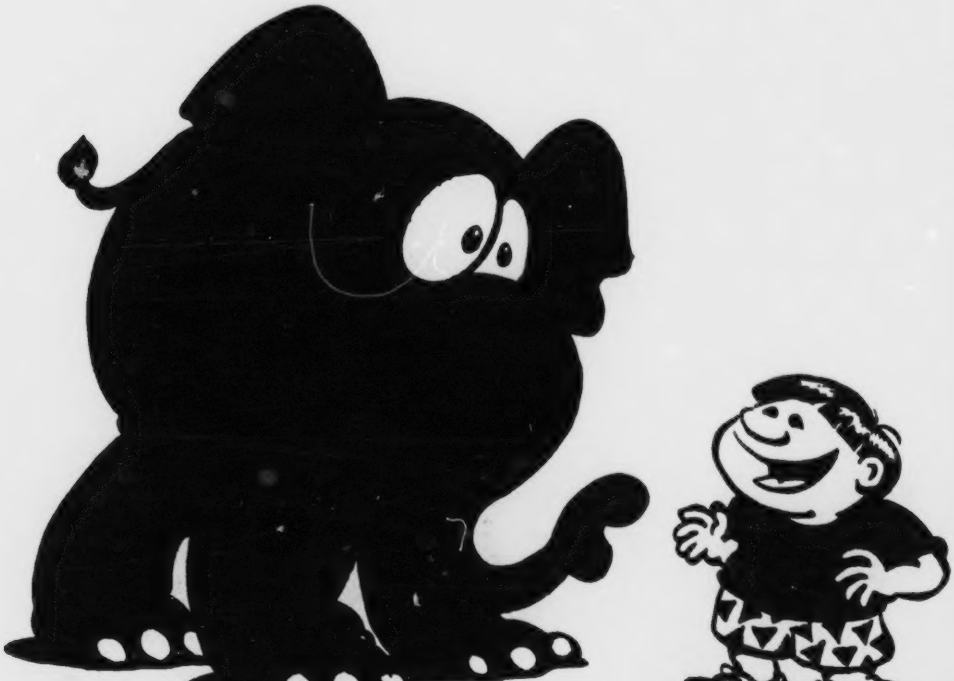
This book is about communication.

It is an important skill for people and animals.

Ellie and her friends will show us many different ways to communicate.

Ellie Elephant was excited. The next day was her birthday. She was going to be eight years old. She told her special friend Tai-Loy.

"I want to have a party," Ellie said. "I want to invite my friends."



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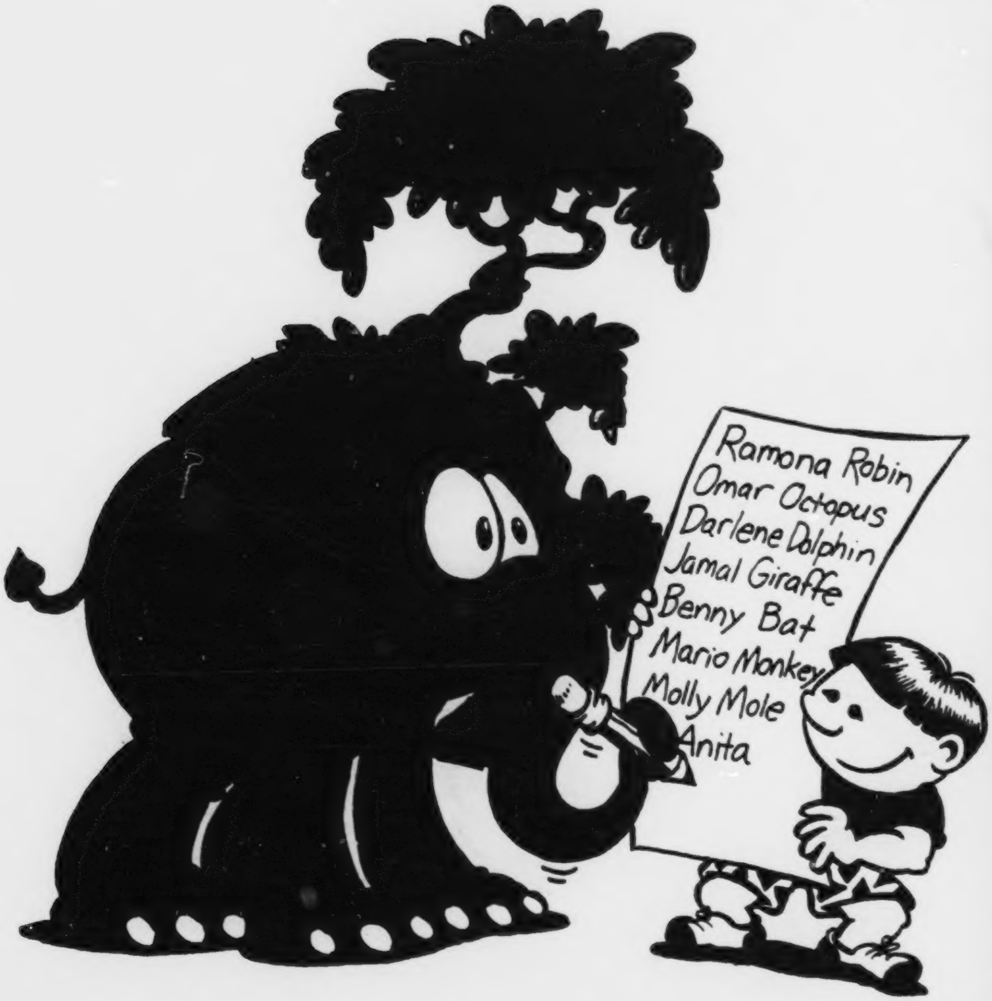

Ramona Robin
Omar Octopus
Darlene Dolphin
Jamal Giraffe
Benny Bat
Mario Monkey
Molly Mole
Anita

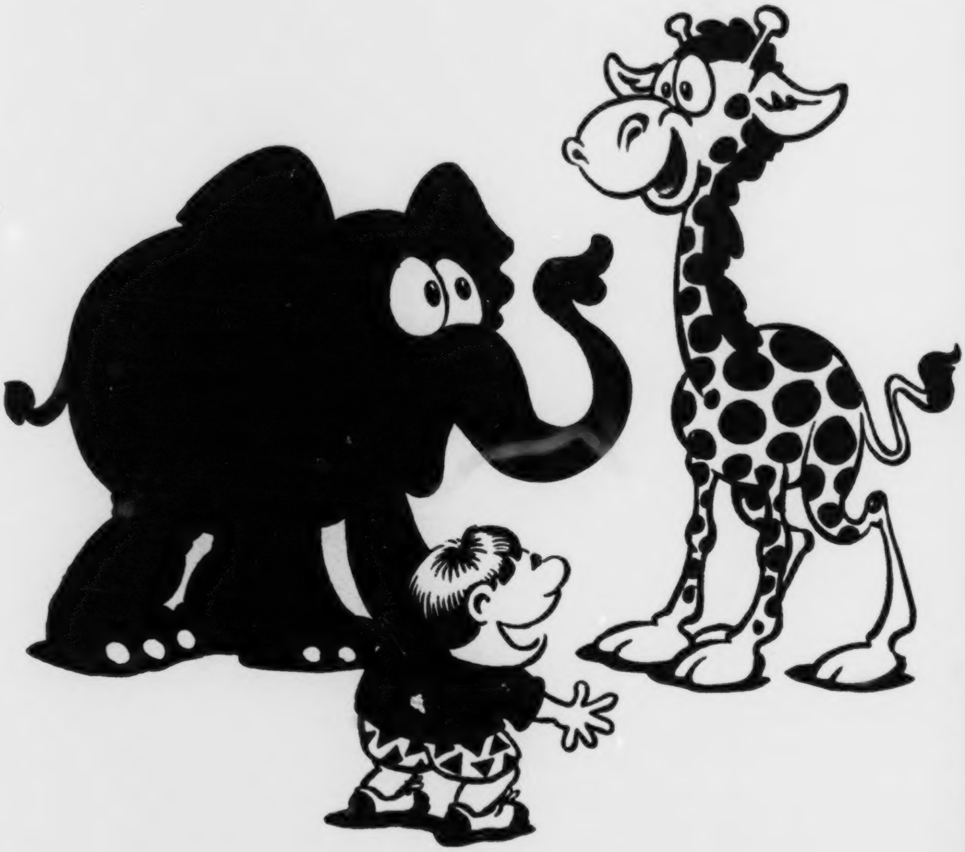
"I will help you make a list," Tai-Loy said.

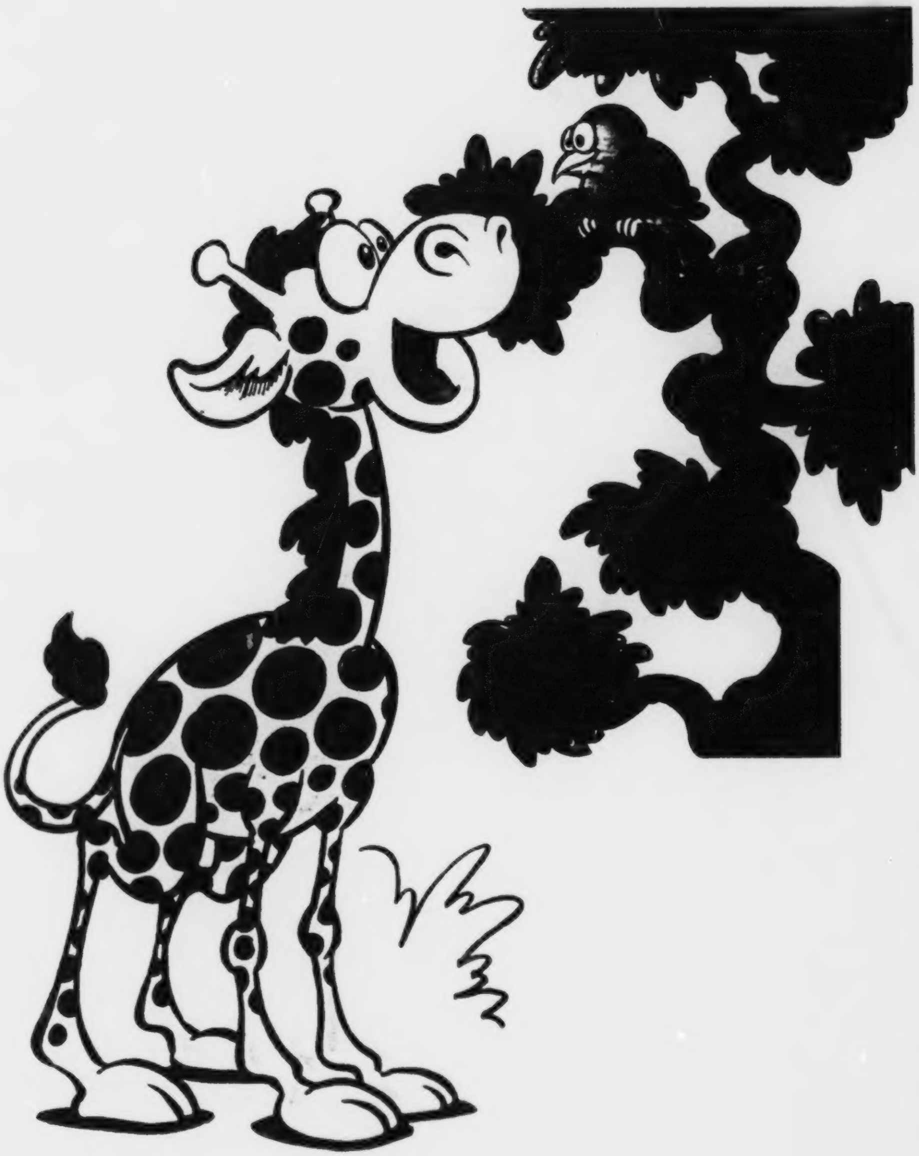
"Each friend is special and different," Ellie said. "How will we invite them all?"

"We can ask each friend to tell another friend about the party," Tai-Loy said.

They went to see Jamal Giraffe. They told him their plan.

"Do you have a special way to tell a friend about the party?" they asked.

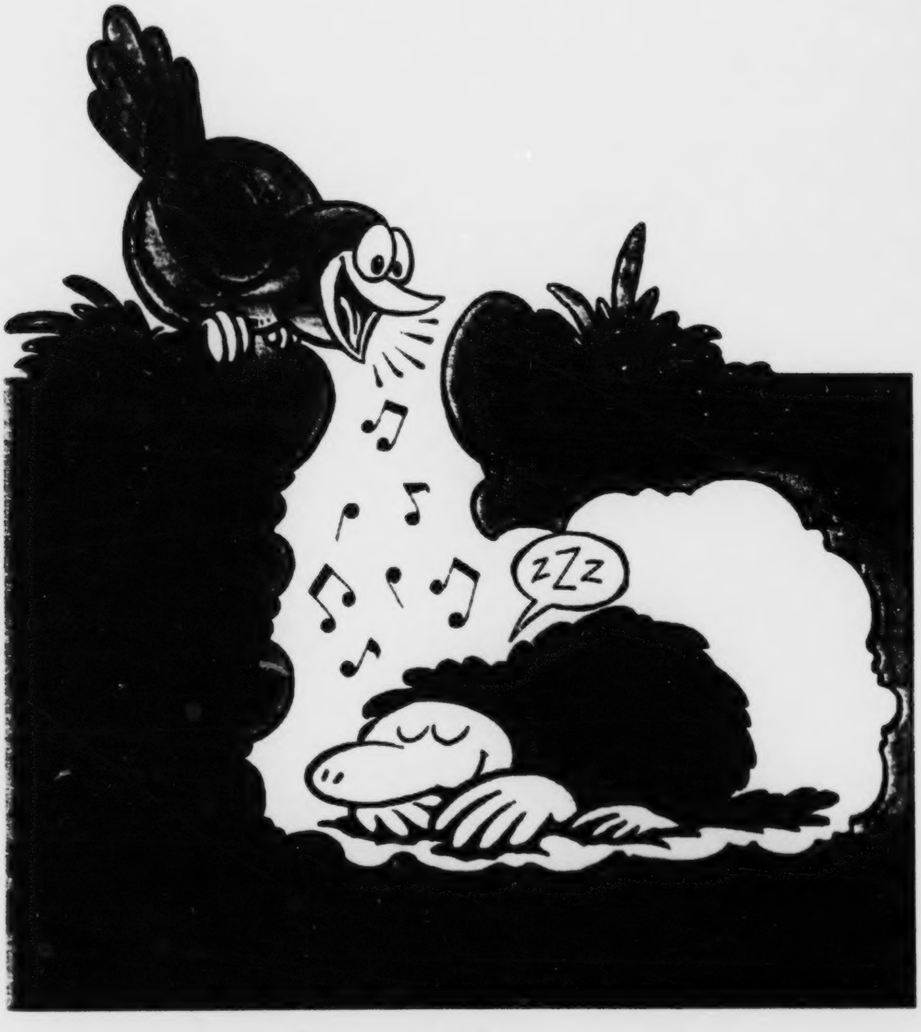


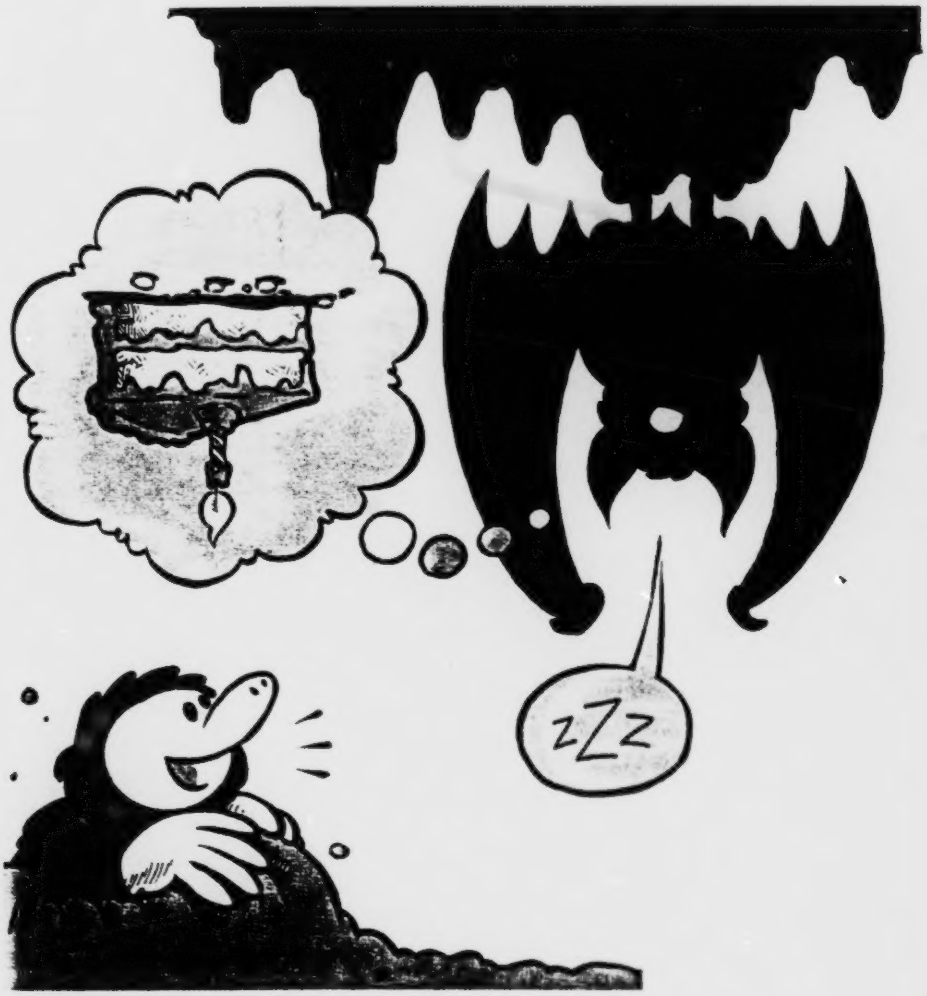


“I am very tall,” Jamal said. “I will put my head up in the tree to tell Ramona Robin about the party.”

"What fun," Ramona chirped. "I will sing a song to Molly Mole to tell her about the party."

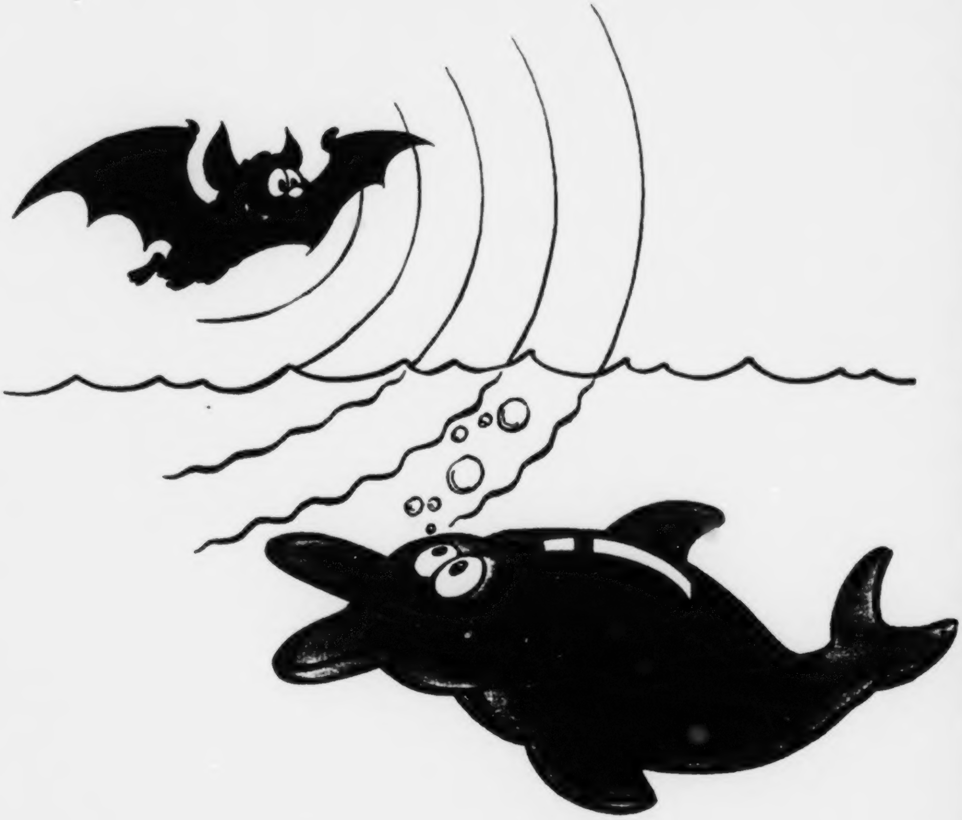
Molly Mole was asleep. But Ramona's song woke her up.





"I will tell Benny Bat about the party," Molly said. "I can dig a tunnel right to his cave."

Benny Bat was asleep, too. Molly began to tell him about the party. He started dreaming about cake! Then he woke up.

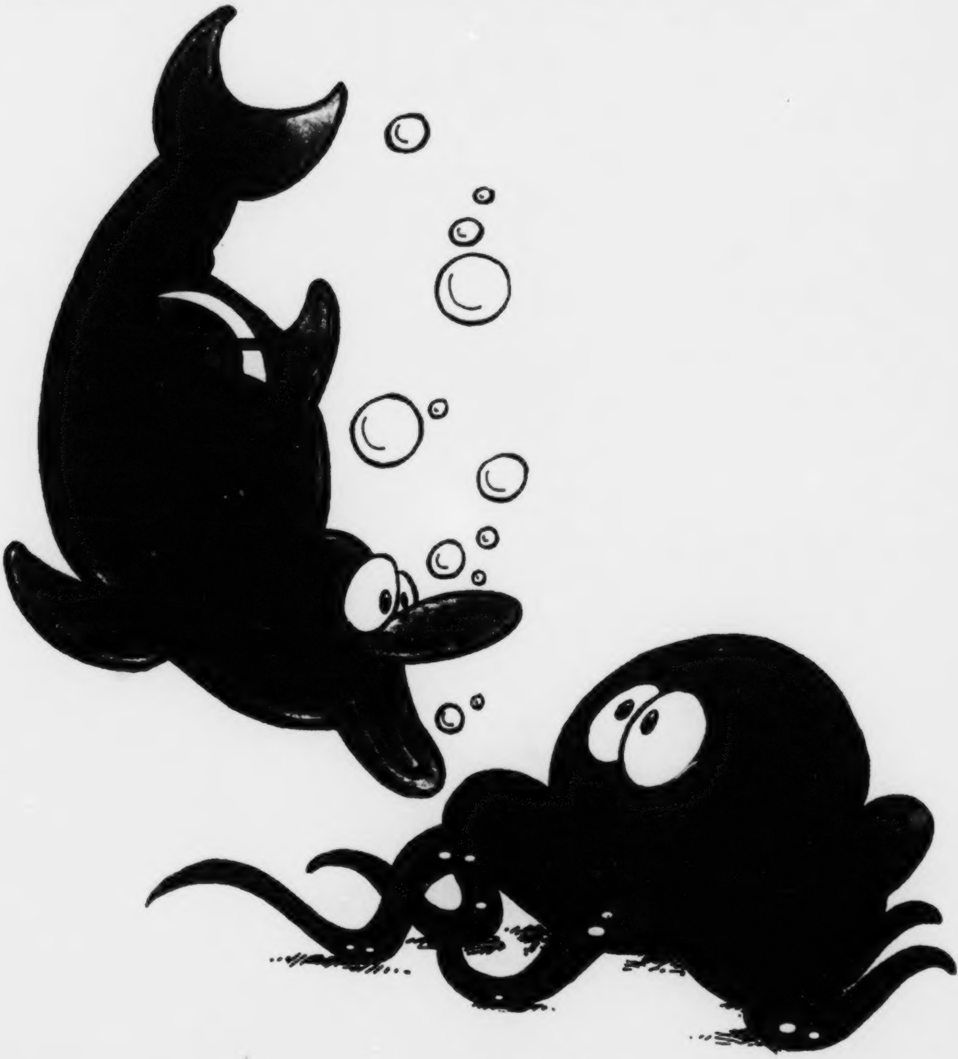


“I can tell Darlene Dolphin about the party,” Benny said. “I will fly out over the ocean. I can send special sound signals to Darlene.”

Darlene Dolphin heard the special signals Benny sent.

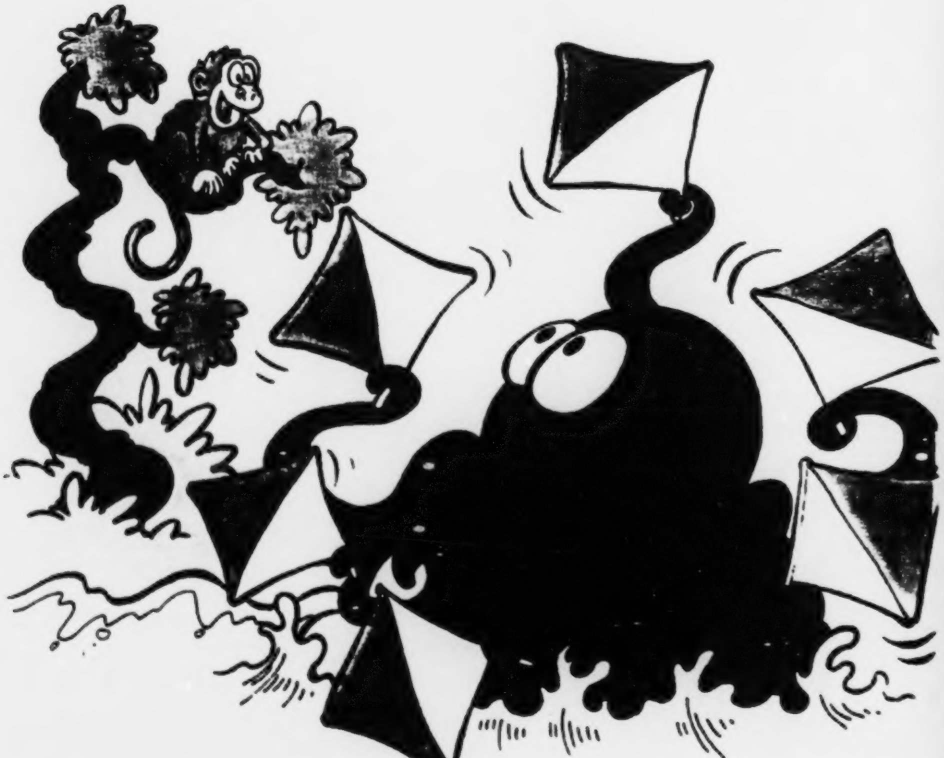
Darlene dived deep under the water to find Omar Octopus.

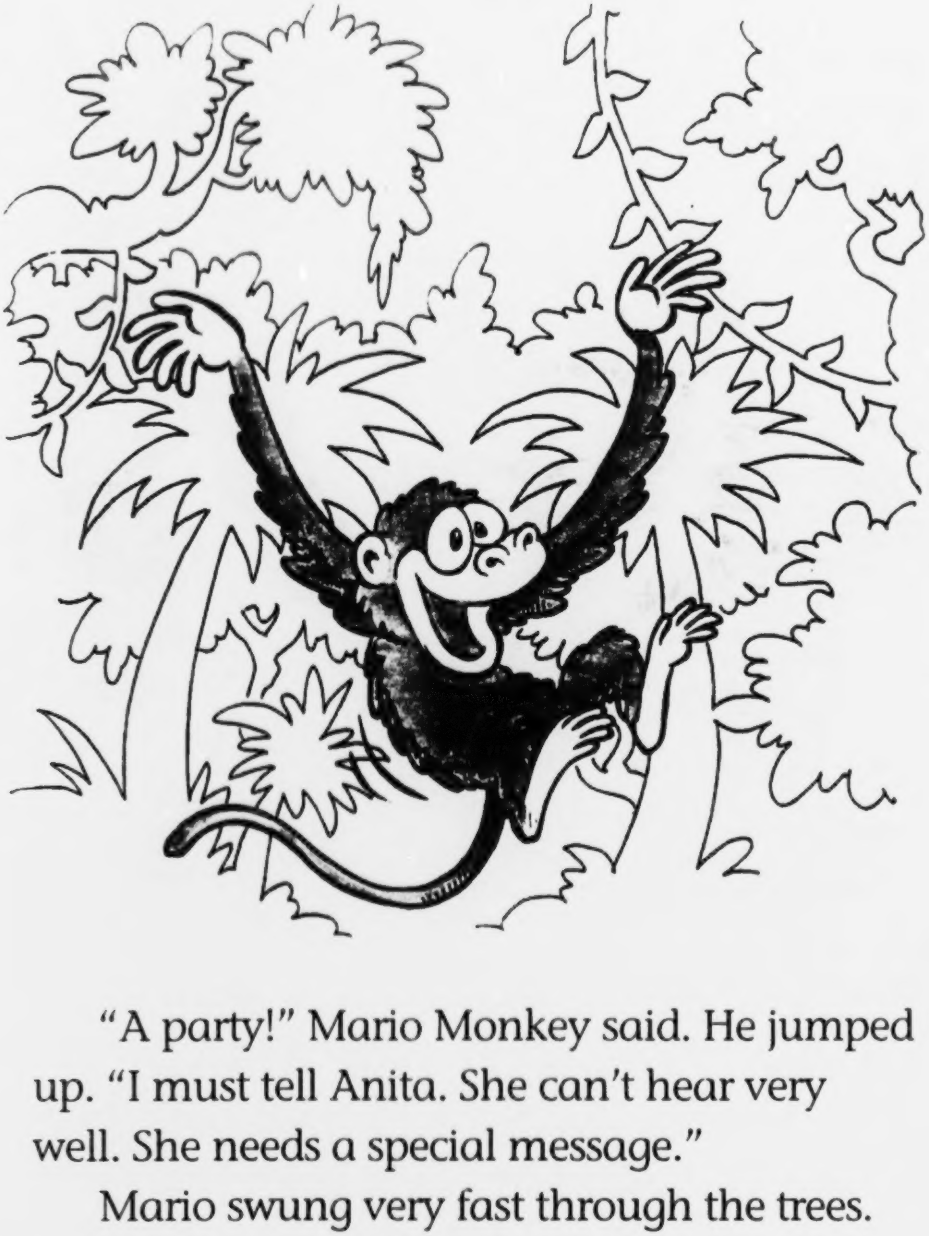
She was excited to tell Omar about the party. She did back flips under the water.



Omar wanted to tell Mario Monkey about the party. Omar climbed on a rock near the shore. Mario was resting in a tree.

Omar had special flags. He used the flags to send a message to Mario.

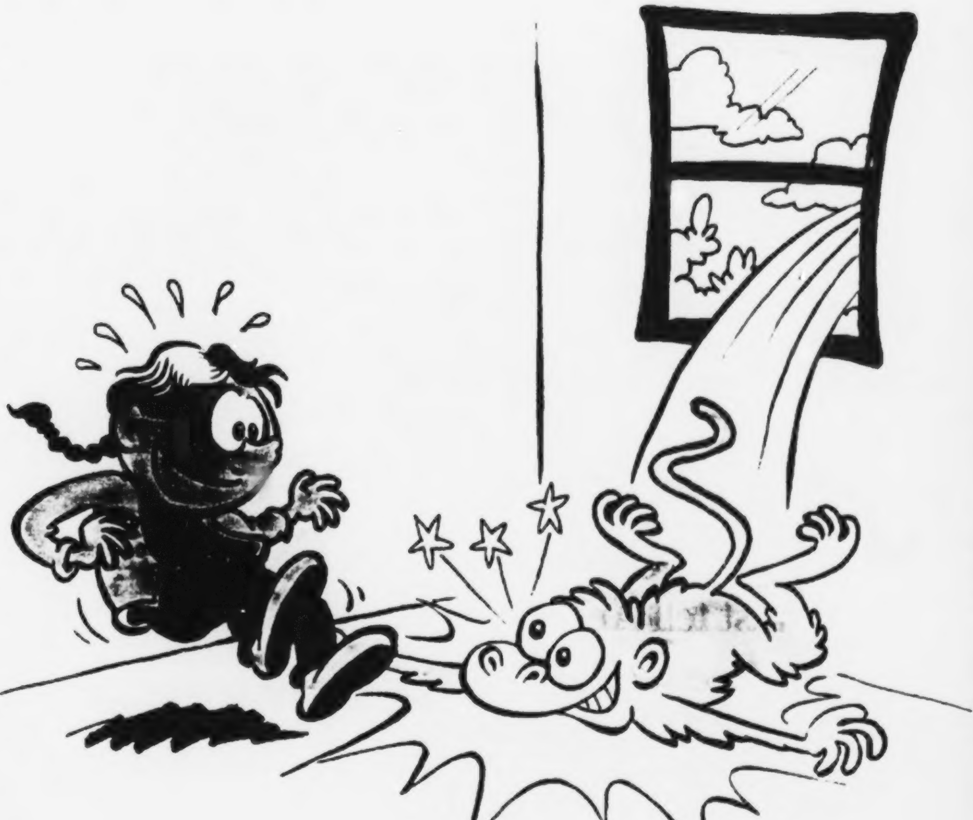


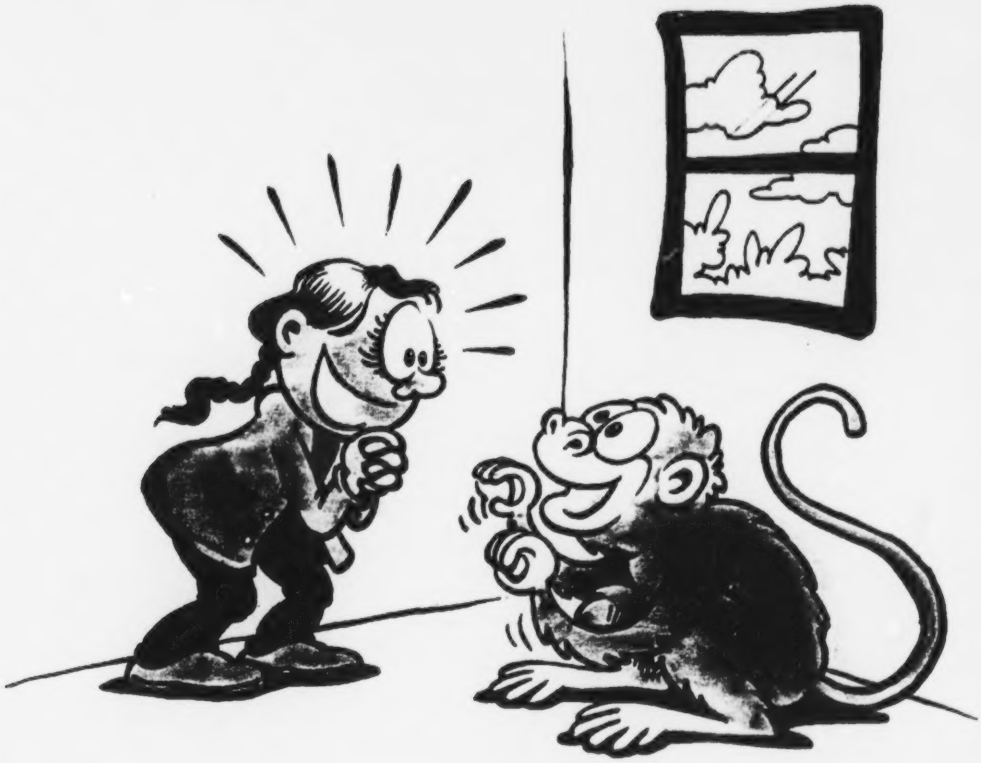


"A party!" Mario Monkey said. He jumped up. "I must tell Anita. She can't hear very well. She needs a special message."

Mario swung very fast through the trees.

At Anita's house, he swung right through the window. He landed on the bedroom floor. "I'm glad the window was open," he said.

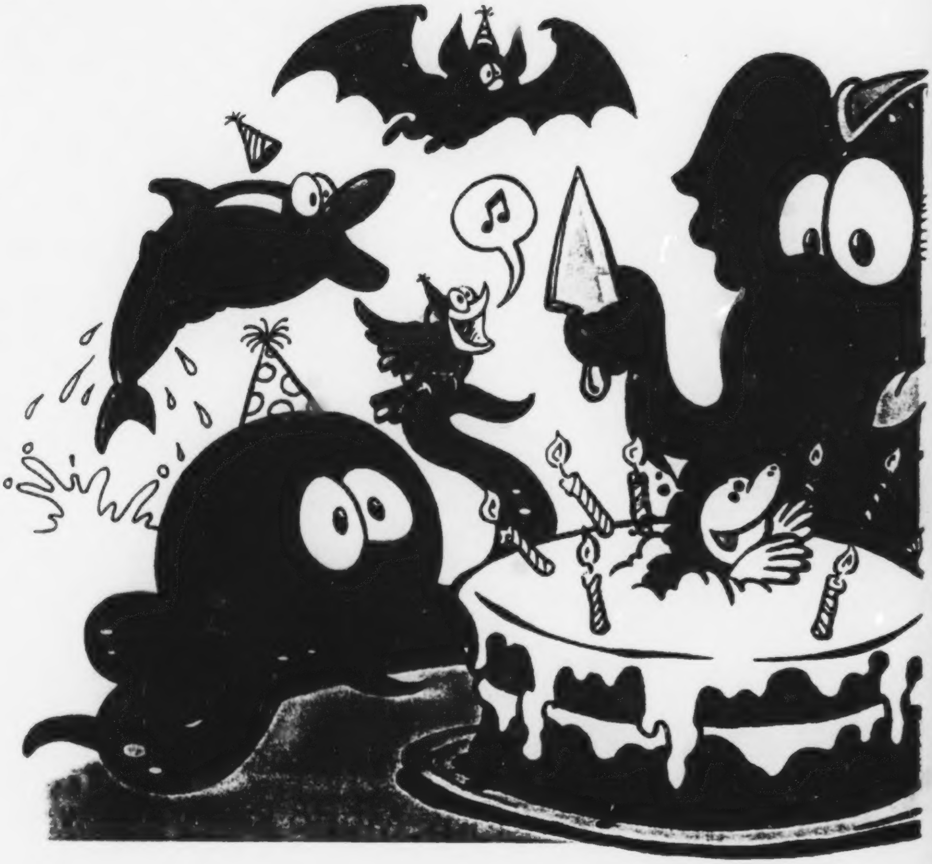


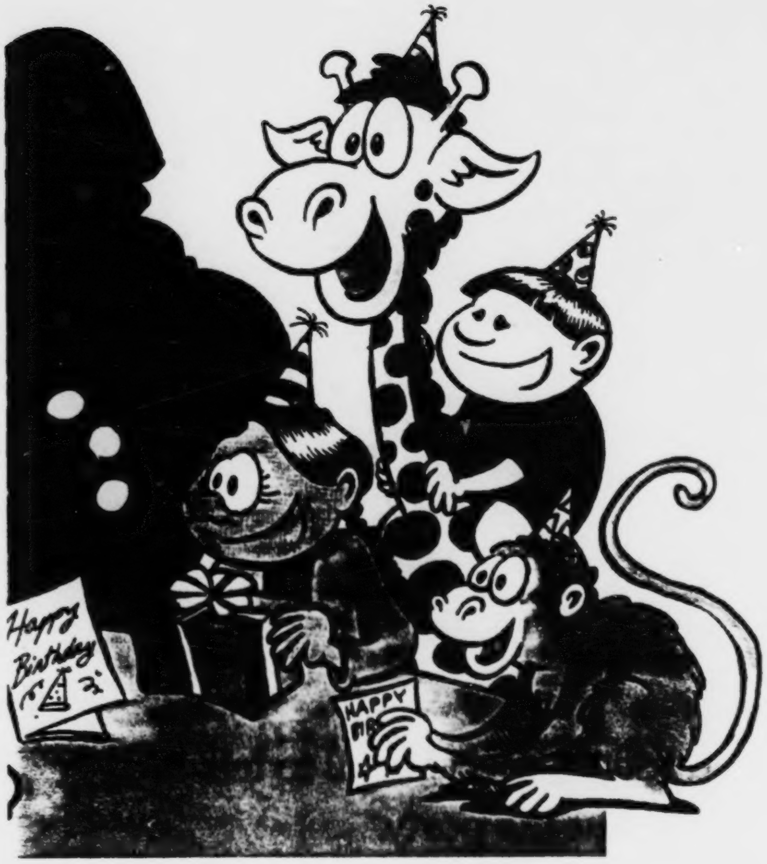


Mario made special signs with his hands. The signs made words to tell Anita about the party.

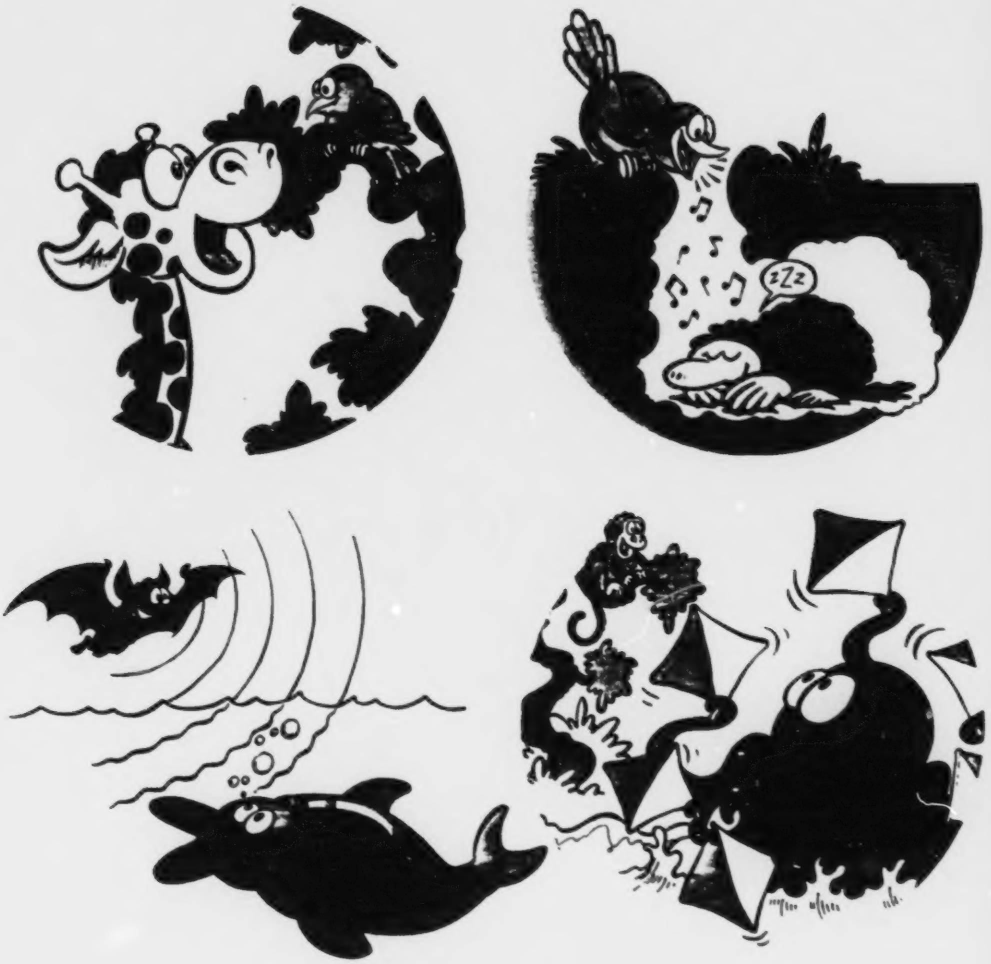
Anita understood the message. She smiled and clapped her hands. Mario knew she was happy to come to the party.

All the friends had a good time at the party. They played games and ate cake. They were happy to be different and special.



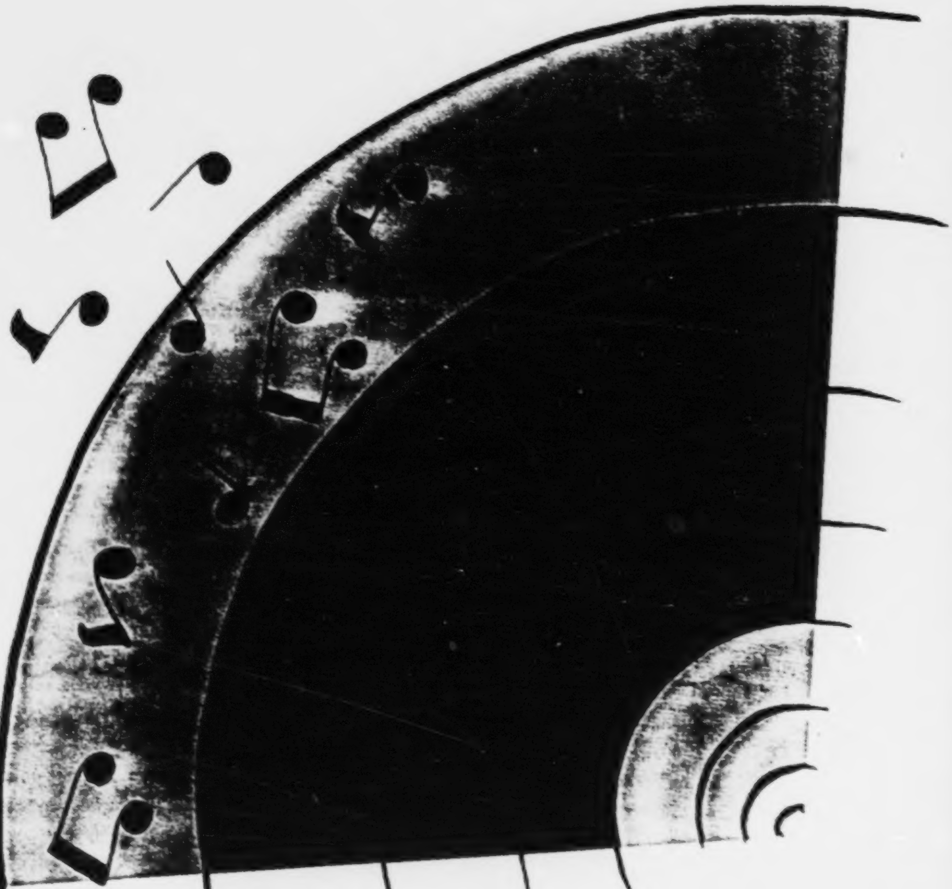

Happy
Birthday
HAPPY

Ellie was the happiest of all, because it was her party.

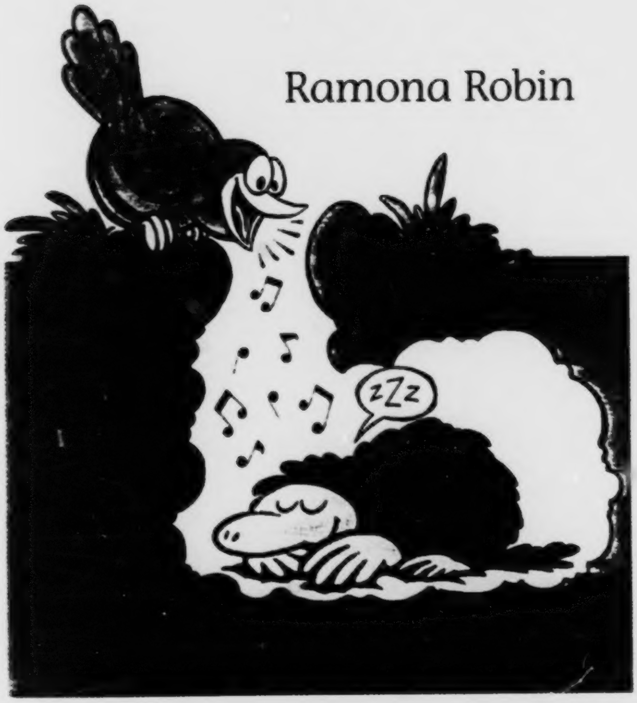


Each friend used a special skill to tell another friend about the party.

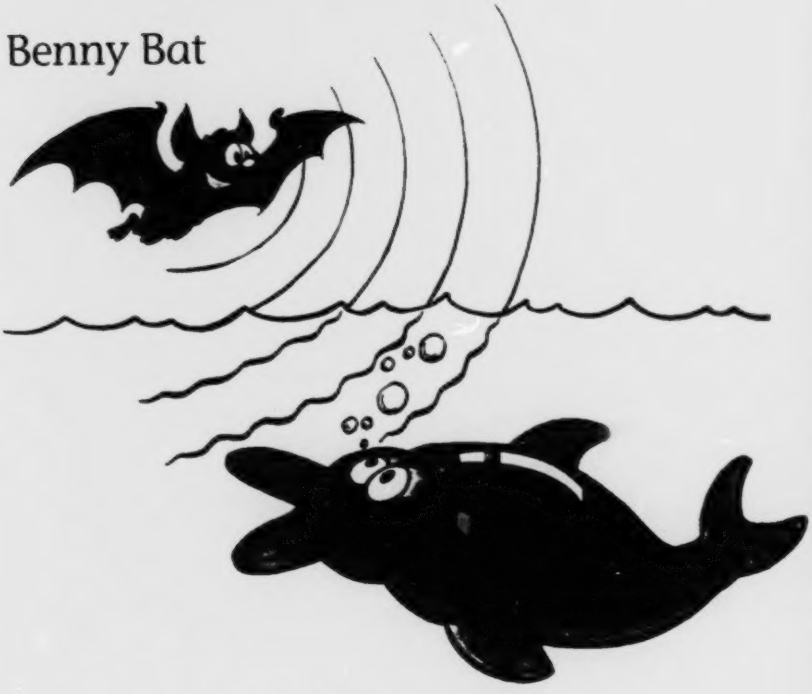
Which friends used sounds to communicate?

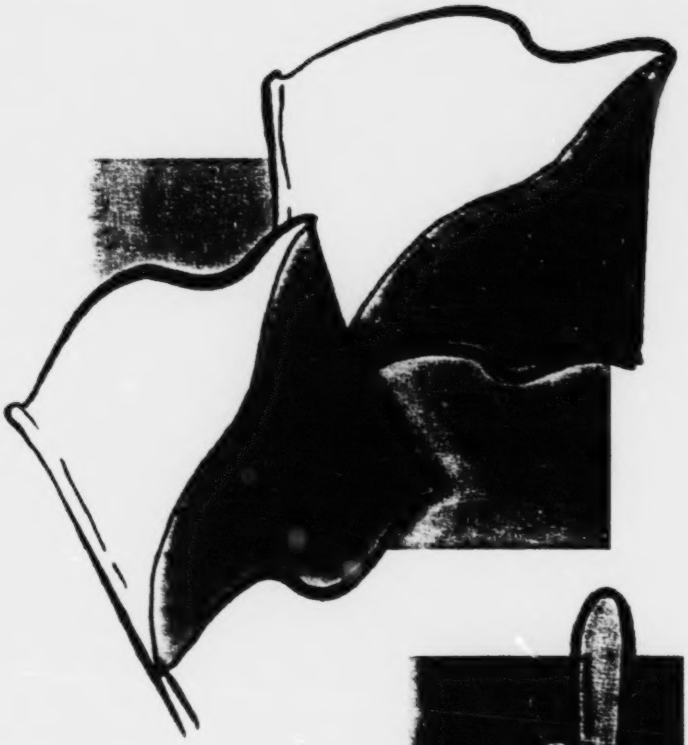


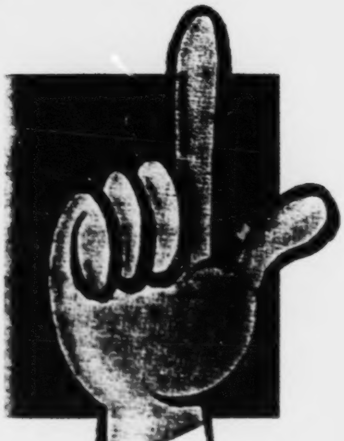
Ramona Robin



Benny Bat



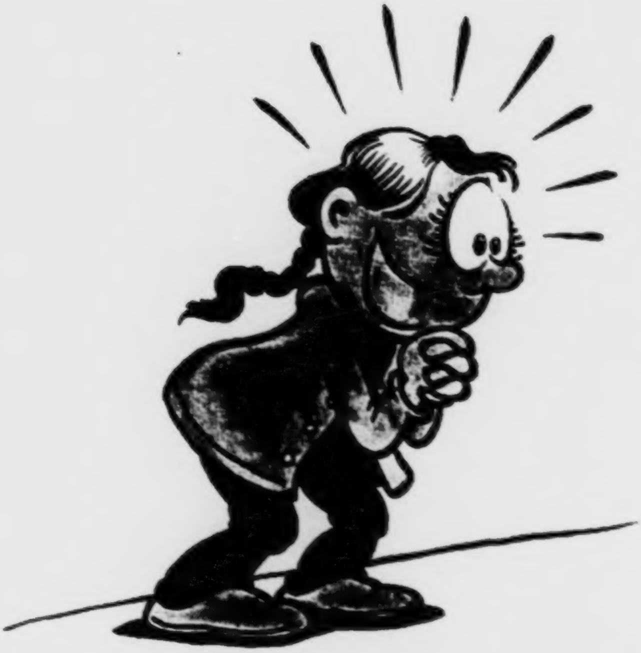




Which friends used actions or gestures to communicate?

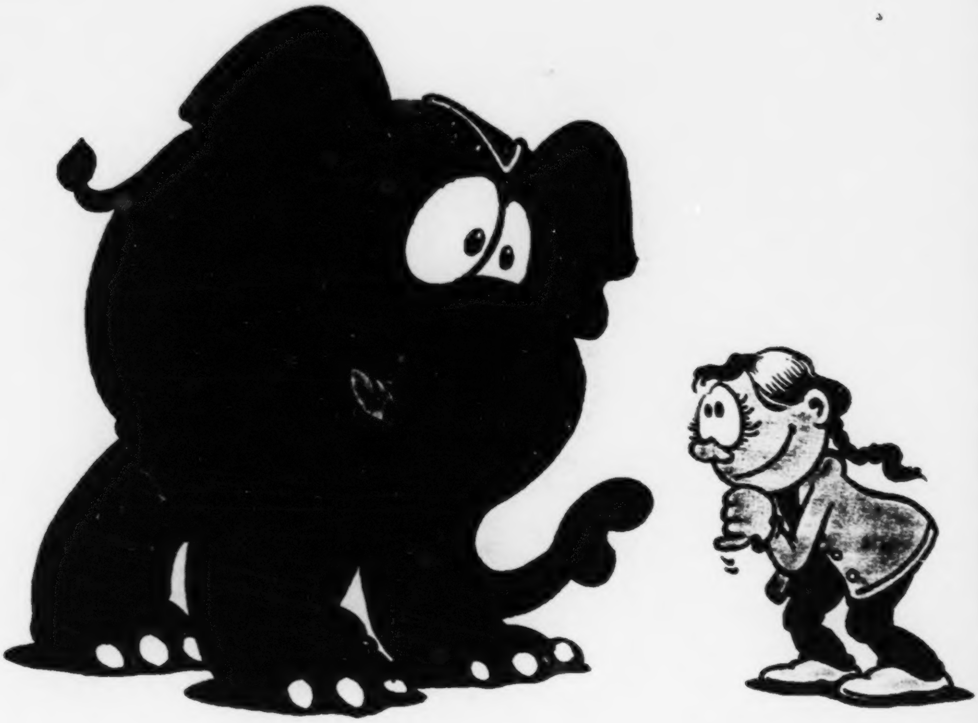
Omar Octopus

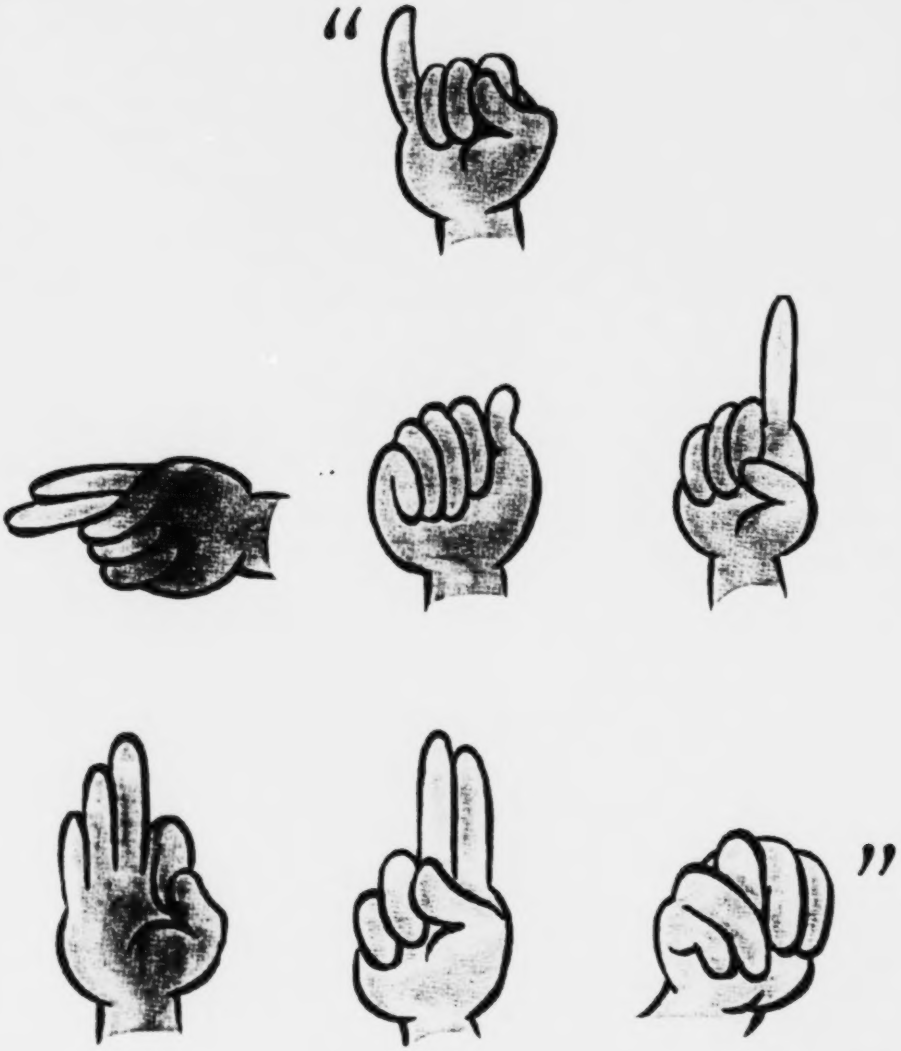
Mario Monkey



One friend used no words at all to say she would love to come.

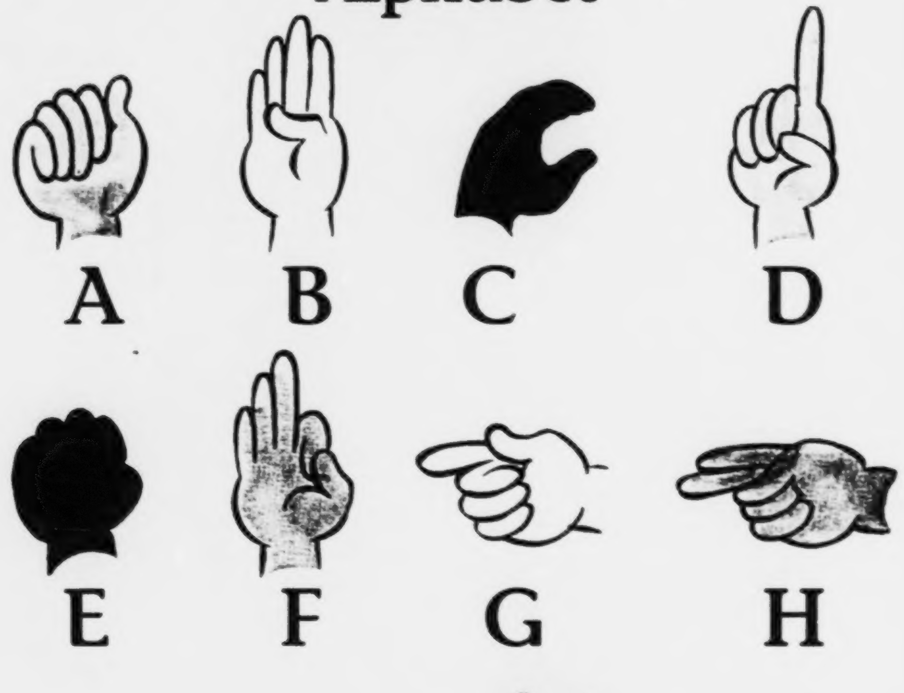
When the party was over, Anita gave Ellie a special message. Help Ellie understand Anita's message.





Turn the page to learn Anita's special skill.

American Sign Language Alphabet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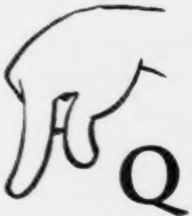
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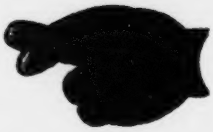
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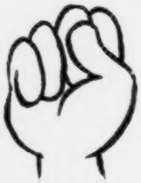
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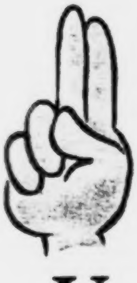
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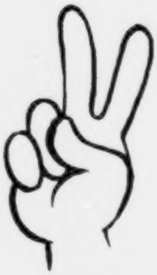
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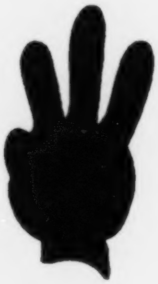
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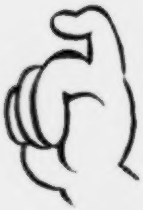
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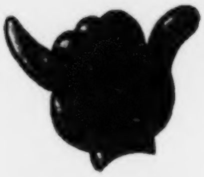
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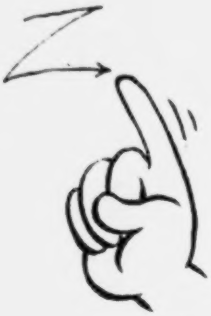
Z

Ellie's Special Friends

This book is about the different ways to communicate. Ellie Elephant is having a birthday party! See how each of her friends uses special sounds or actions to tell another friend about the party.

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ACTIONS for HEALTH
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ETR Associates
Santa Cruz, California

An Actions for Health Book

In My Shoes

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CONTEMPORARY HEALTH SERIES

In My Shoes

An *Actions for Health* Book
by ETR Associates
Illustrated by Nina Paley

ETR ASSOCIATES
Santa Cruz, California
1992

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality resources and our training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

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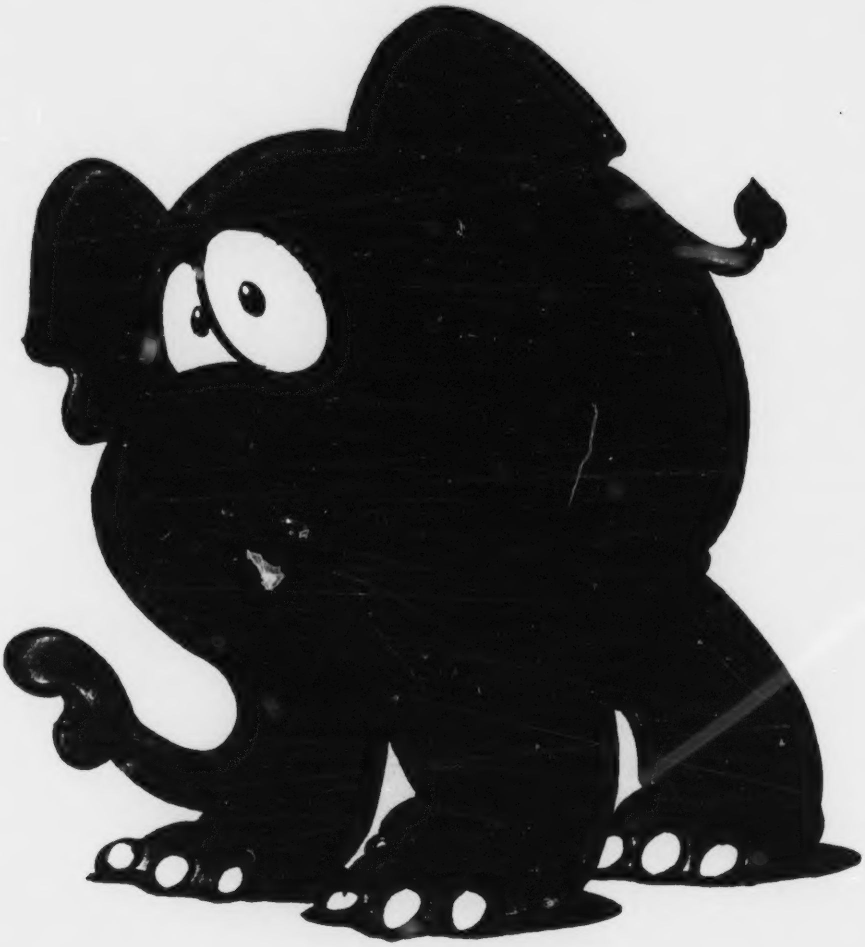
Published by ETR Associates
Printed in the United States of America
10 9 8 7 6 5 4 3 2 1

Design by Ann Smiley

Title No. H023

Library of Congress Cataloging-in-Publication Data

In my shoes / by ETR Associates ; illustrated by Nina Paley.
p. cm. — (Contemporary health series)
"An actions for health book."
Summary: Ellie Elephant and her wise aunt help Kirby empathize with and understand his busy mother's feelings.
ISBN 1-56071-105-1
[1. Empathy—Fiction. 2. Conduct of life—Fiction. 3. Mothers and Sons—Fiction. 4. Elephants—Fiction.]
I. Paley, Nina, ill. II. ETR Associates. III. Series.
PZ7.I347 1992
[E]—dc20 92-8359

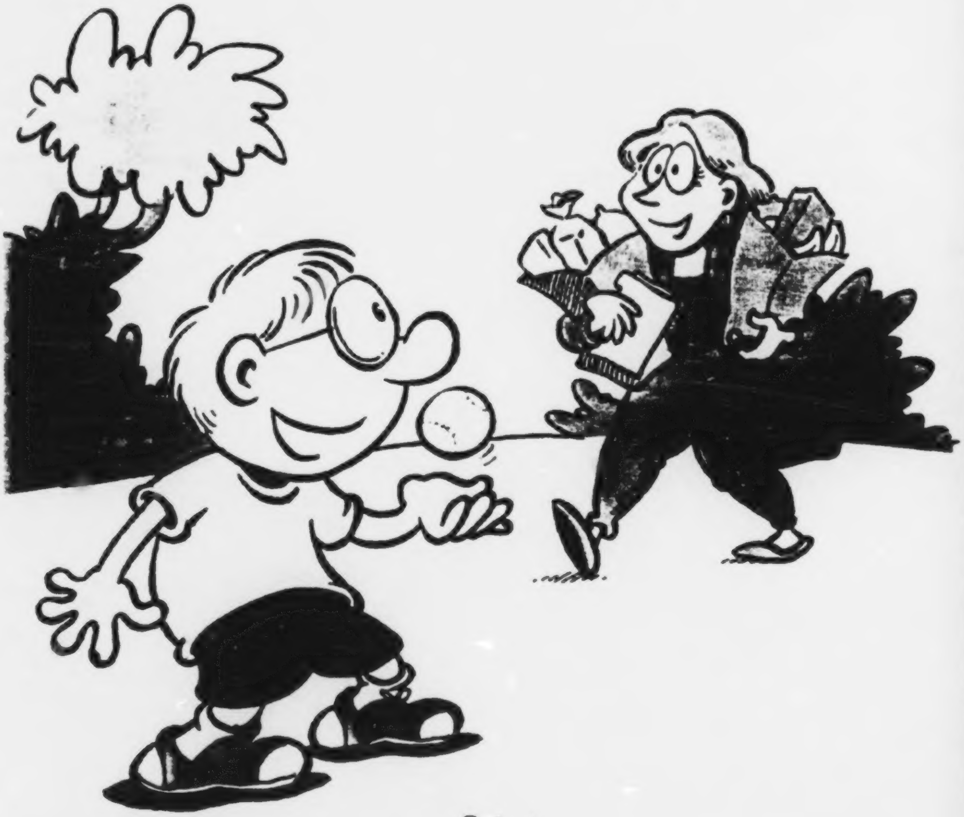


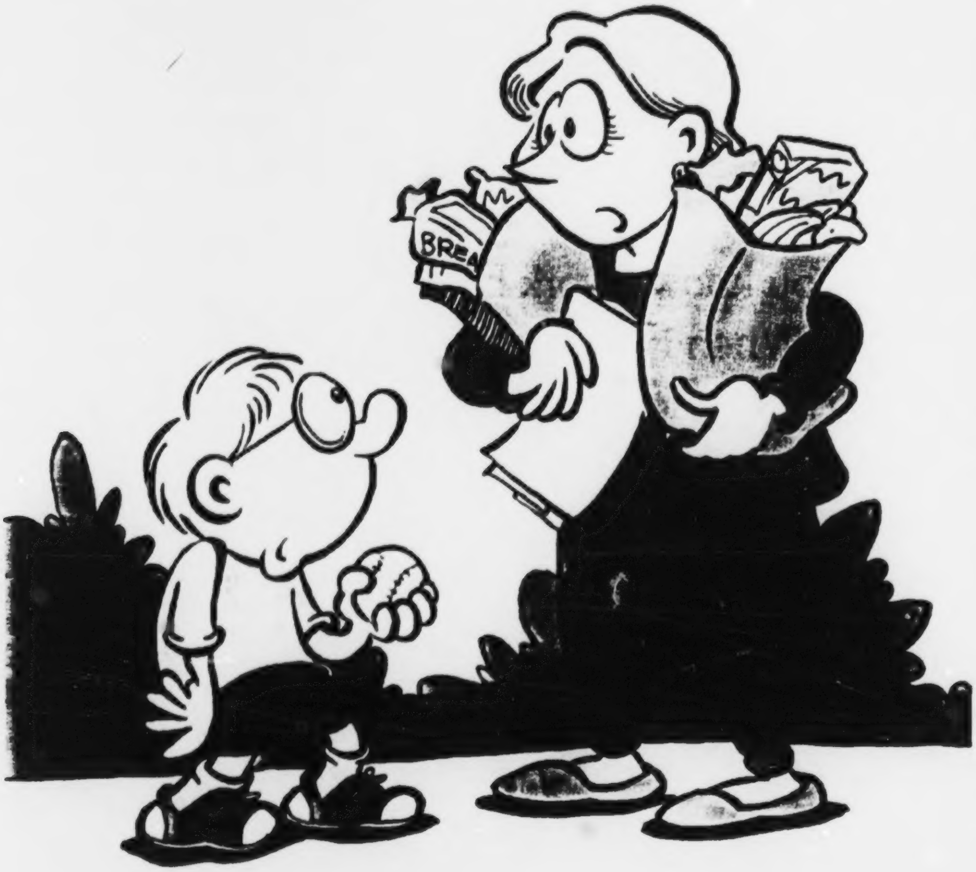
This book is about conflicts and feelings.

It is also about understanding other people's feelings.

Kirby was playing in the yard. He saw his mom drive up. "Finally!" he thought, "Mom's home from work."

"Hi, Mom," Kirby said. "Can you play baseball with me?"



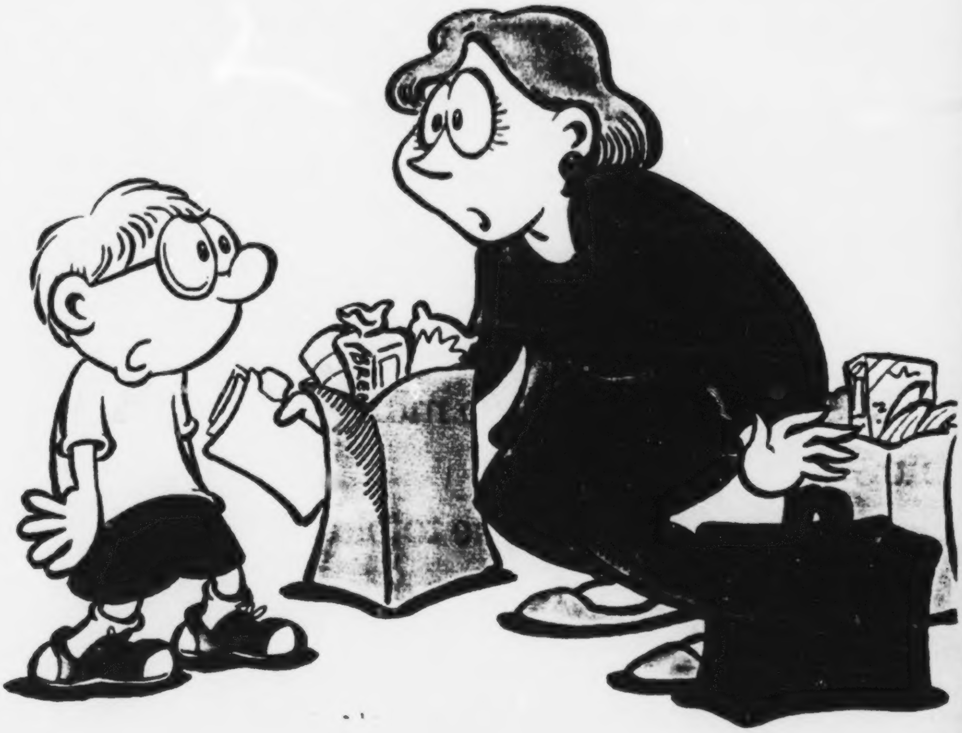


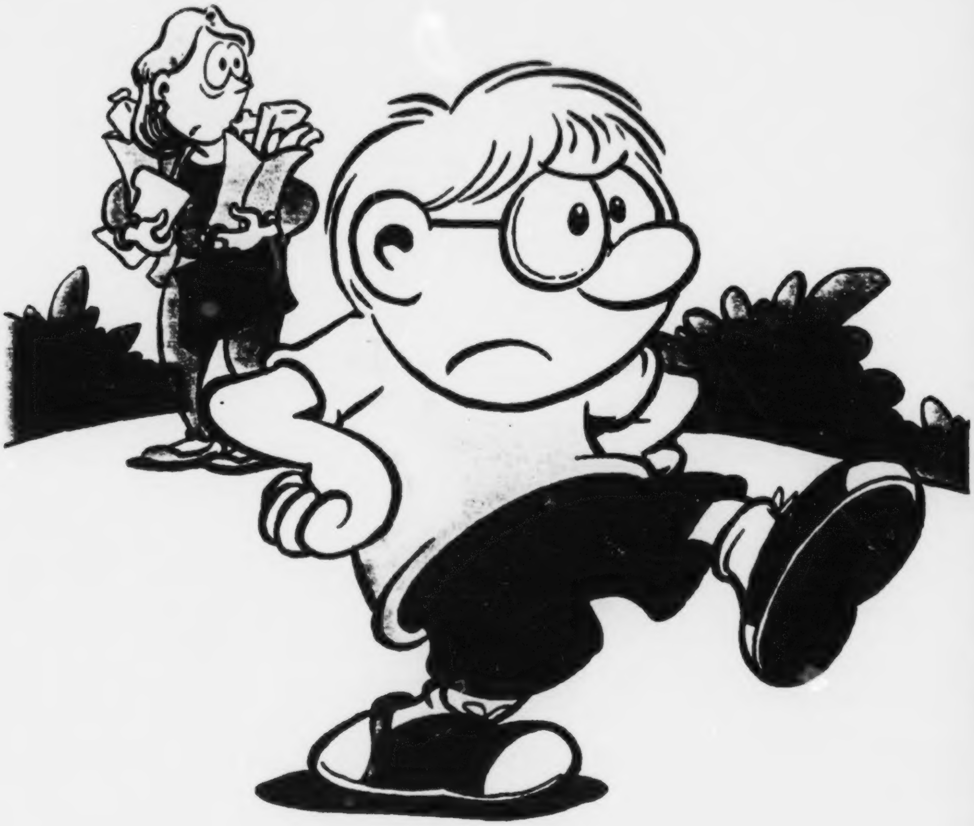
"Hi, honey," Mom said. "I'm sorry. I can't play baseball. I have too many things to do now."

"You never have time to play with me," Kirby said. "You don't care about me."

"You know I work hard all day," Mom said. "When I come home, I have more work to do for the family. I wish I had more time to play with you. But now I have to cook dinner."

"I don't care about dinner," Kirby said.



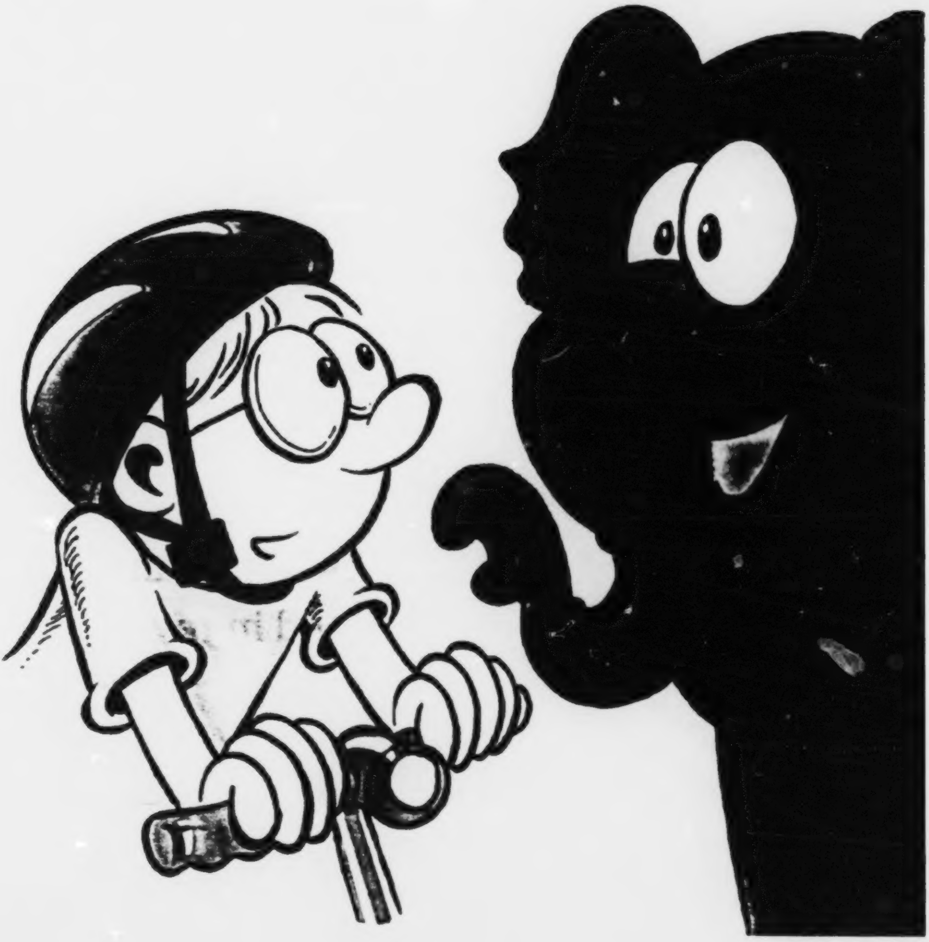


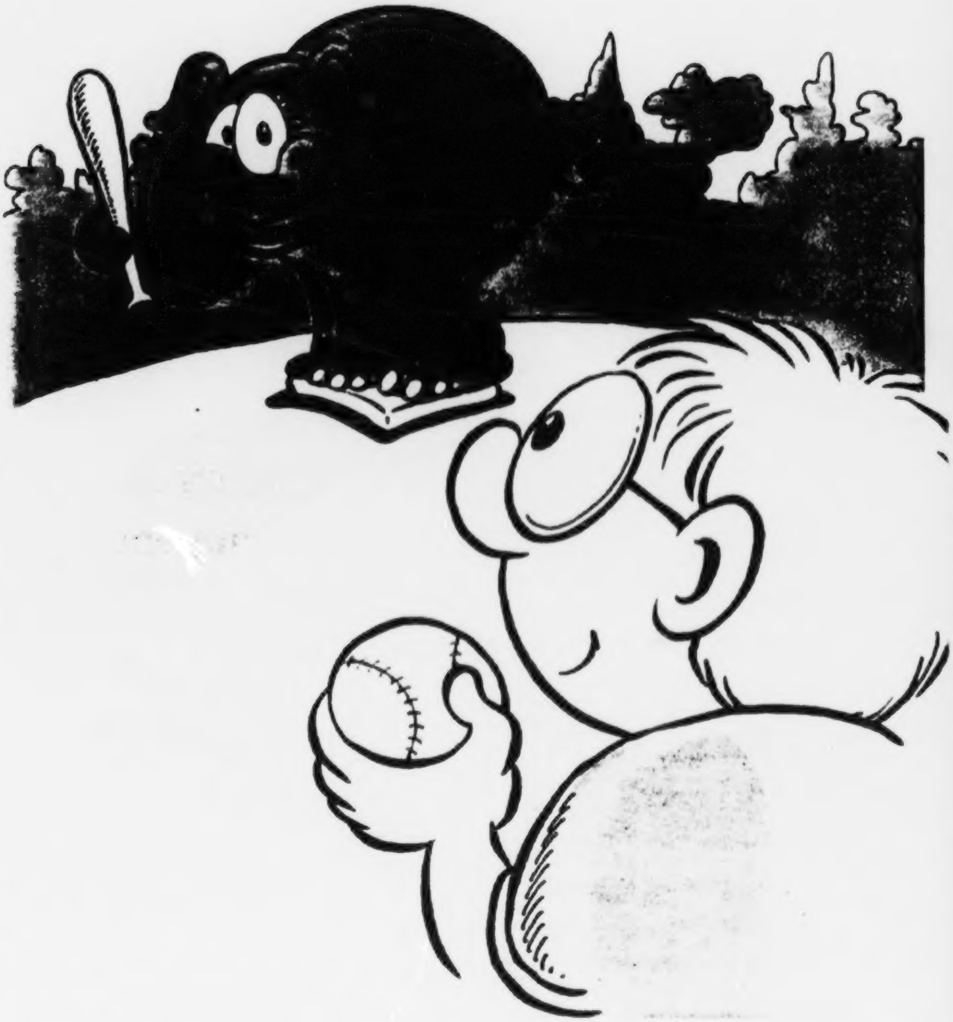
"Well, other people in the family are hungry," Mom said. "And we need healthy food to eat. I wish you could stand in my shoes to see how I feel."

"That sounds dumb," Kirby said. "I'm going to ride my bike."

Kirby rode his bike down the street. He saw his friend Ellie Elephant.

"Do you want to play baseball?" Kirby asked.



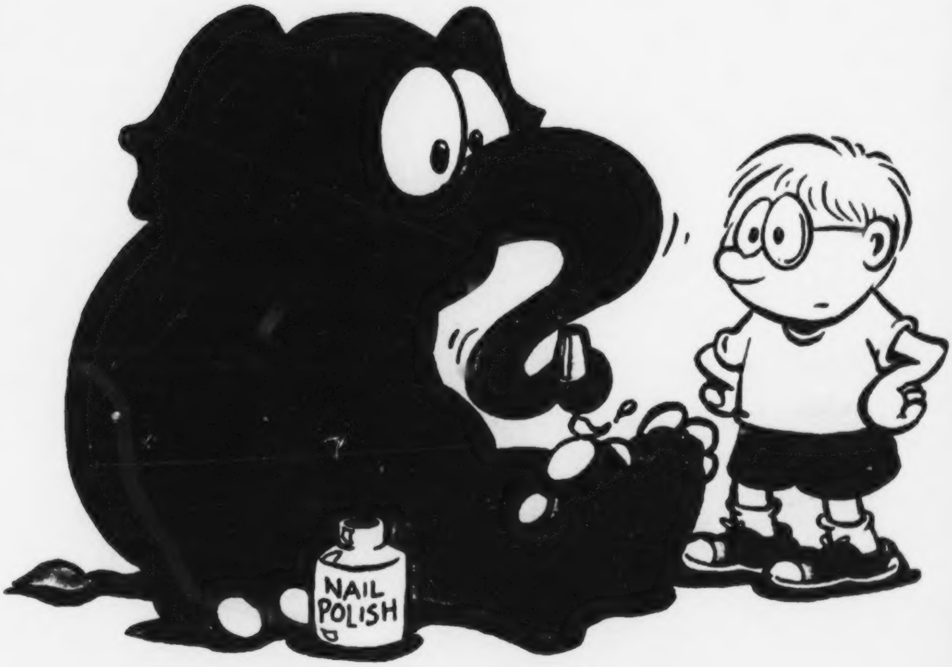


Ellie could bat the ball really well. But she wasn't very good at catching or fielding. When Kirby played baseball with Ellie he had to run after a lot of balls.

"Do you know how to stand in someone else's shoes?" Kirby asked Ellie.

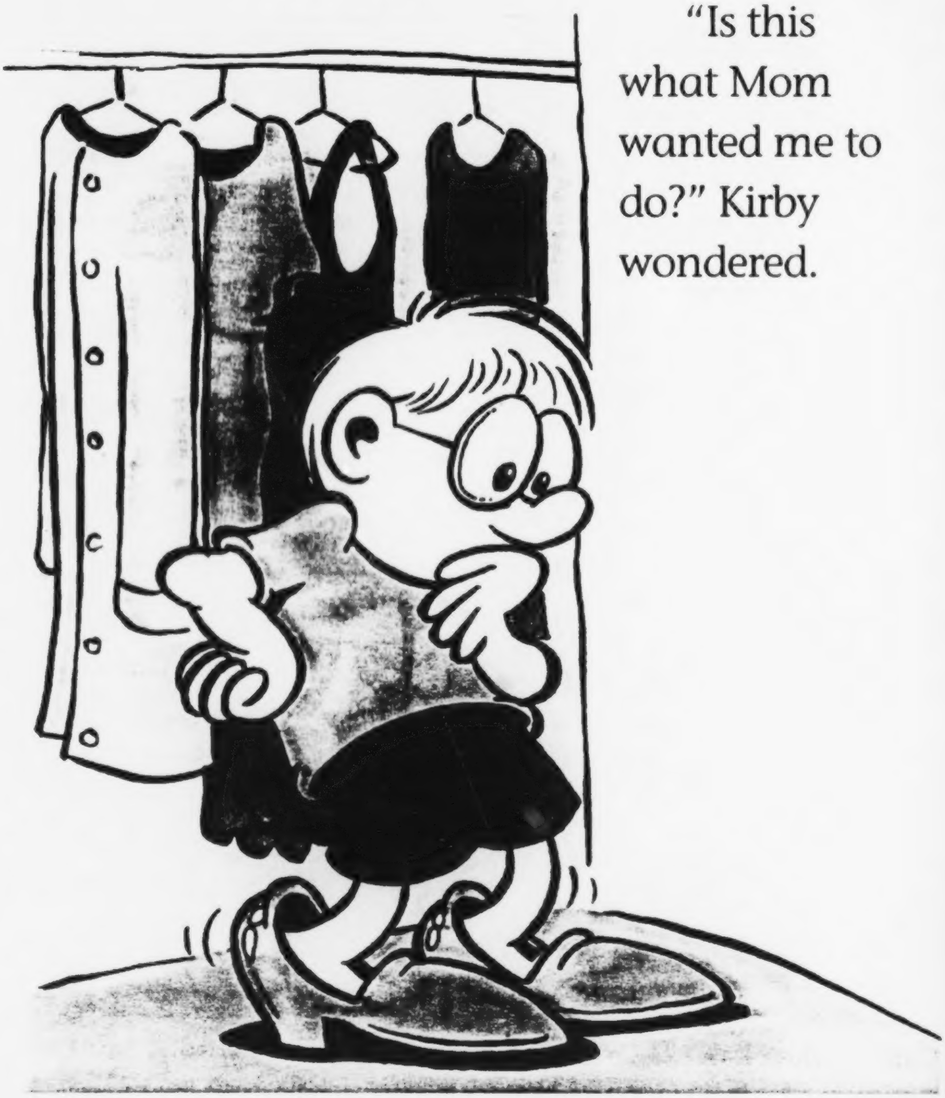
"I don't wear shoes," Ellie said. "I just paint my toenails pink."

Kirby told Ellie he was going to try on other people's shoes to see what happened.

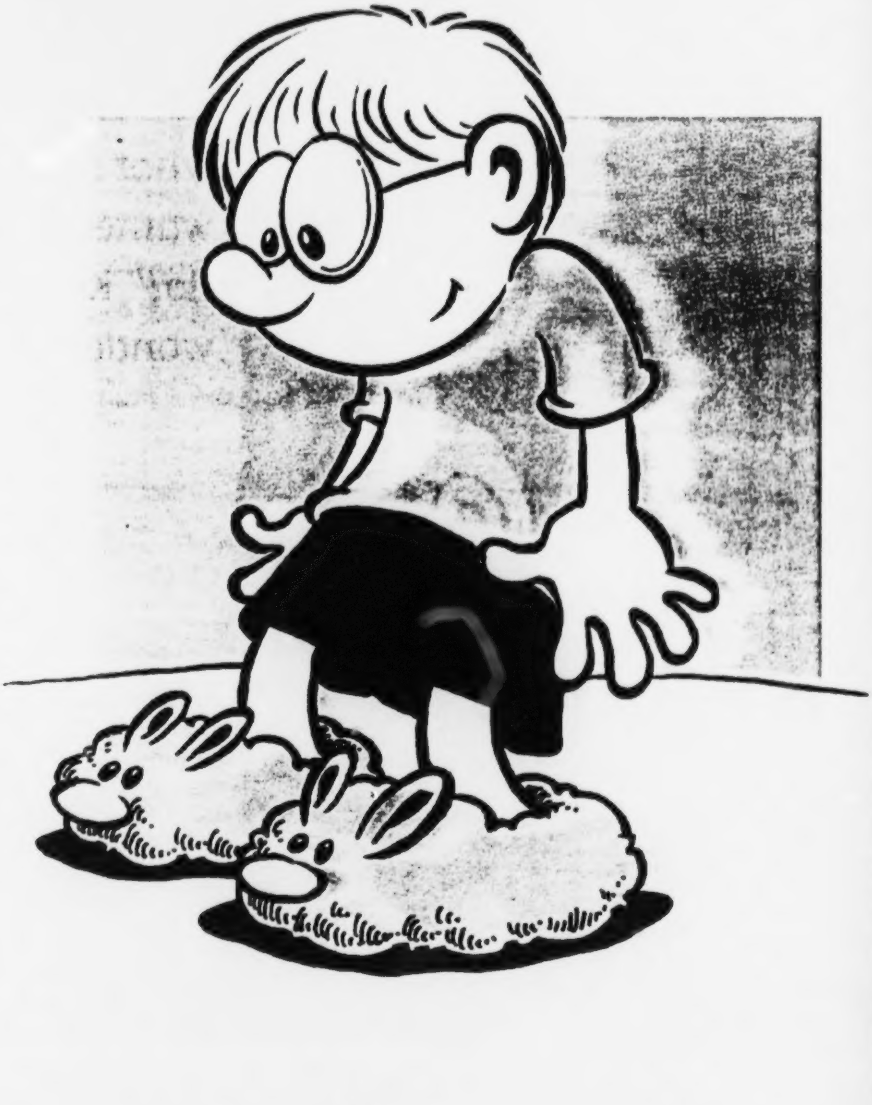


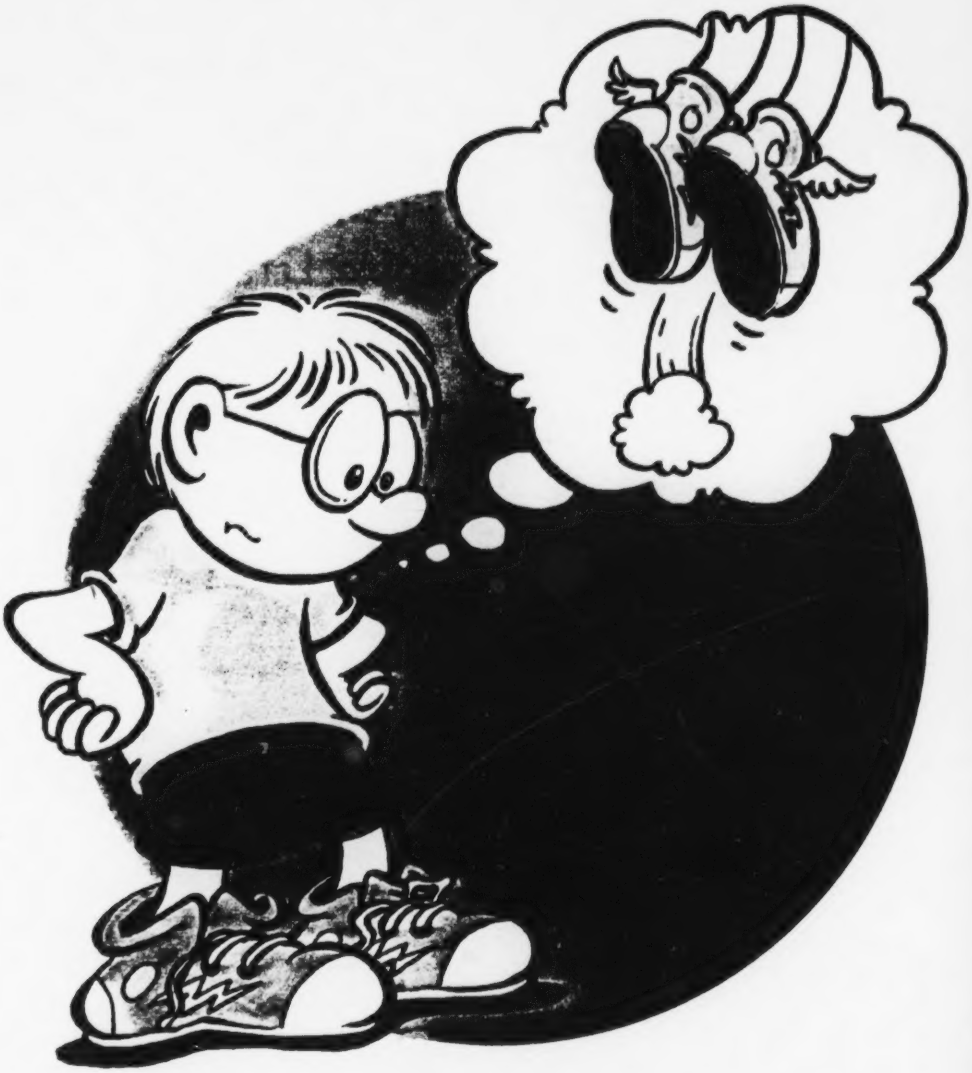
Kirby loved shoes. He went home and looked in his mom's closet. He tried on a pair of her shoes. They were wobbly. And he couldn't see anything new.

"Is this what Mom wanted me to do?" Kirby wondered.



Kirby put on his brother's bunny slippers. They were warm and fuzzy and pretty funny. But they didn't help him see anything.



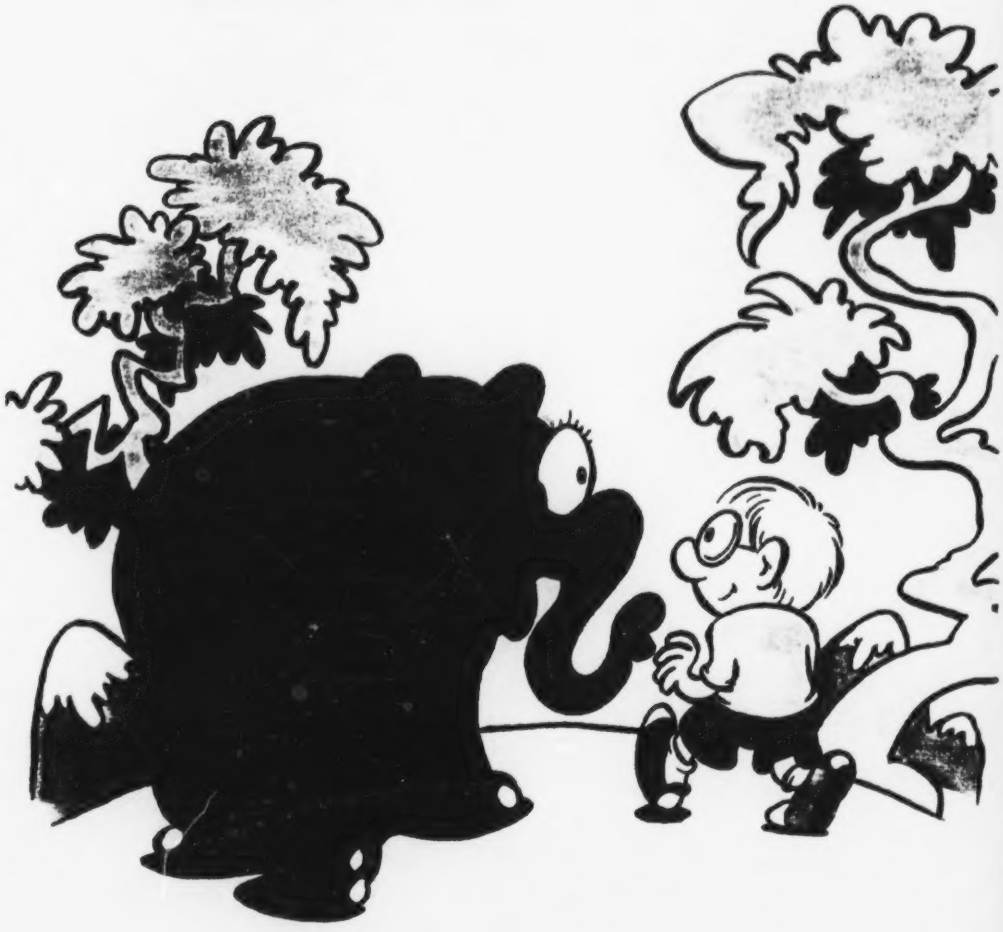


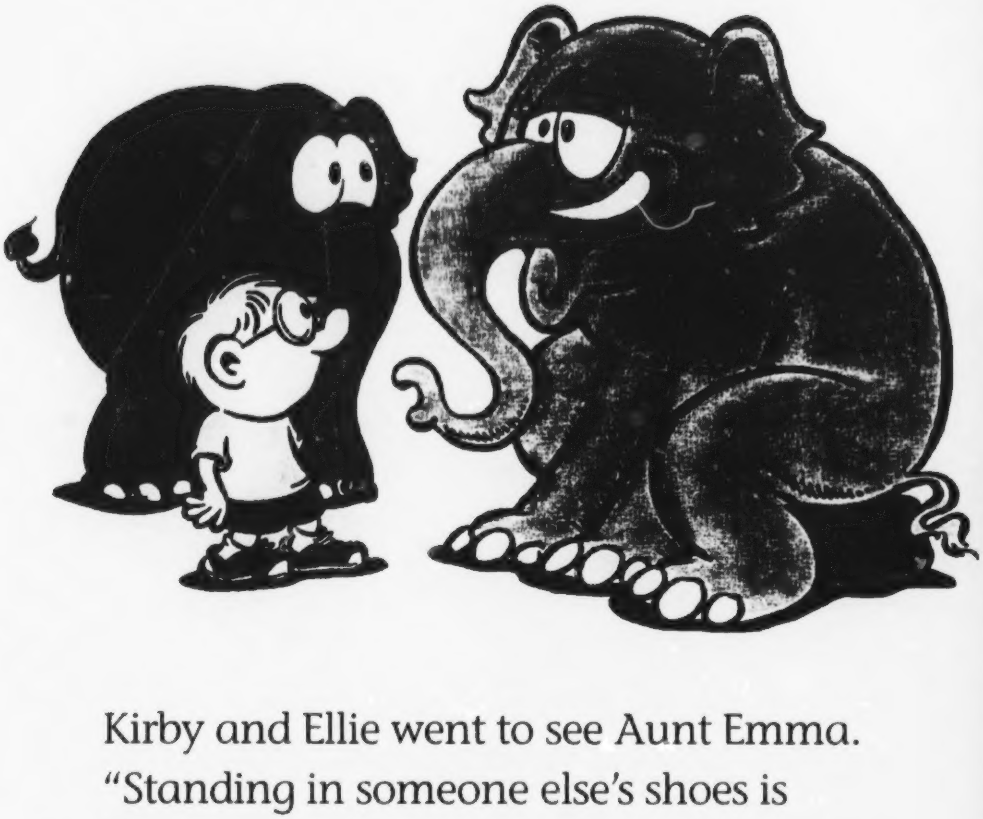
Kirby put on his sister's sport shoes. He waited for something special to happen. Maybe he would fly right up to the basketball hoop. But he didn't.

Kirby went back outside to find Ellie.

"I tried on a lot of shoes," Kirby said. "But nothing happened."

"My Aunt Emma is very wise," Ellie said. "She knows a lot about people. Let's ask her what happens when you stand in someone else's shoes."

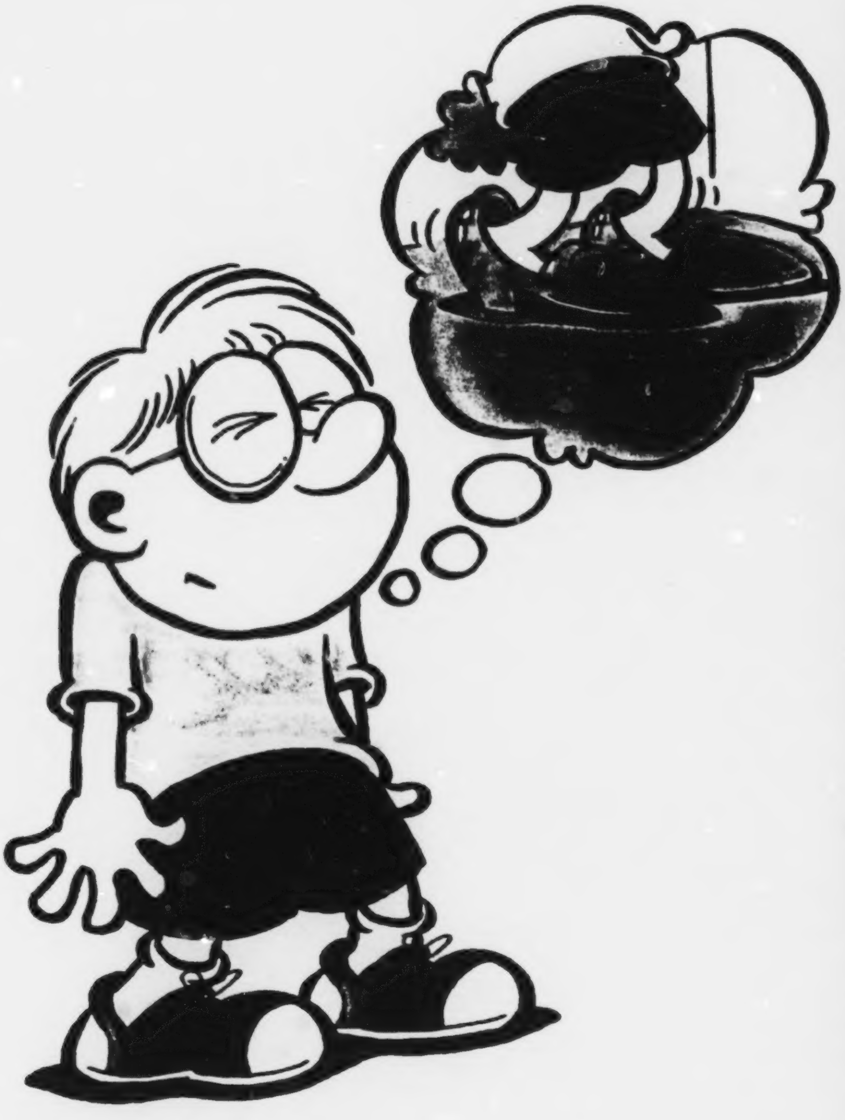


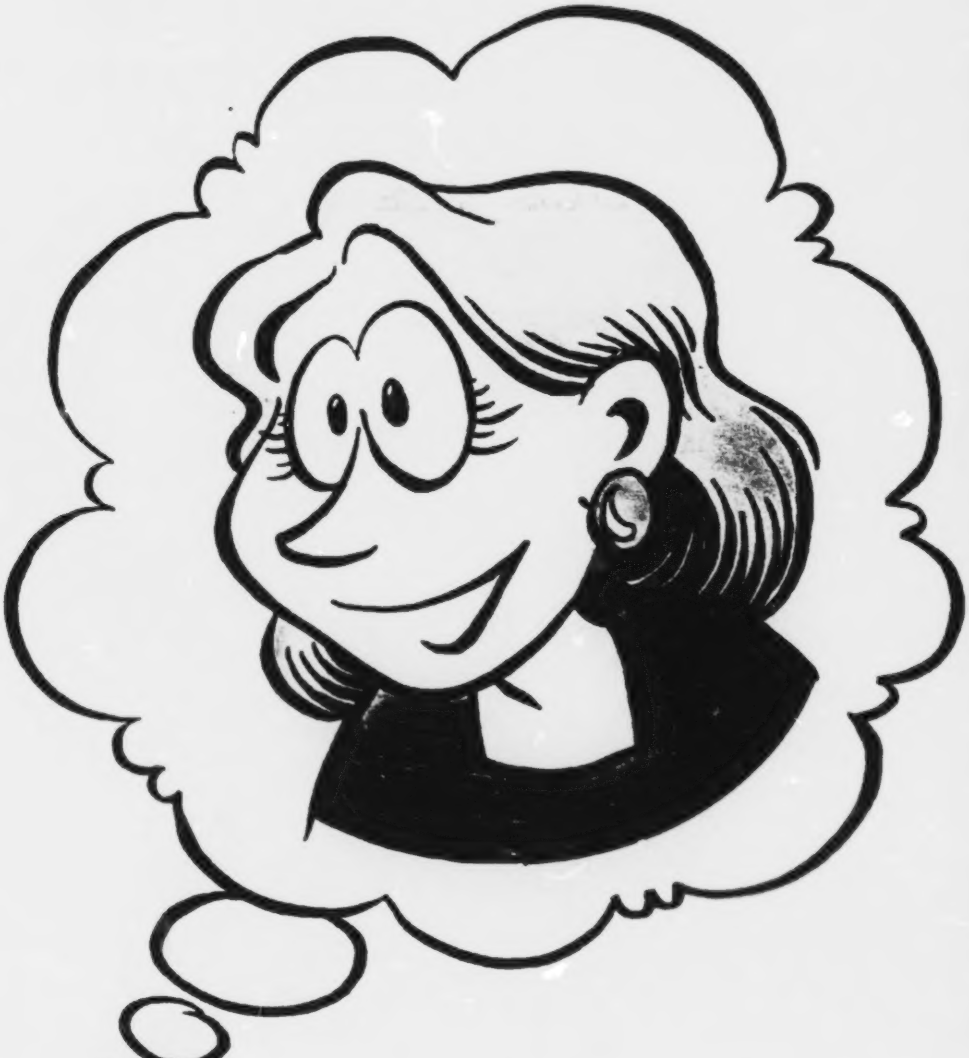


Kirby and Ellie went to see Aunt Emma.

"Standing in someone else's shoes is magic," Aunt Emma said. "You have to close your eyes and imagine it."

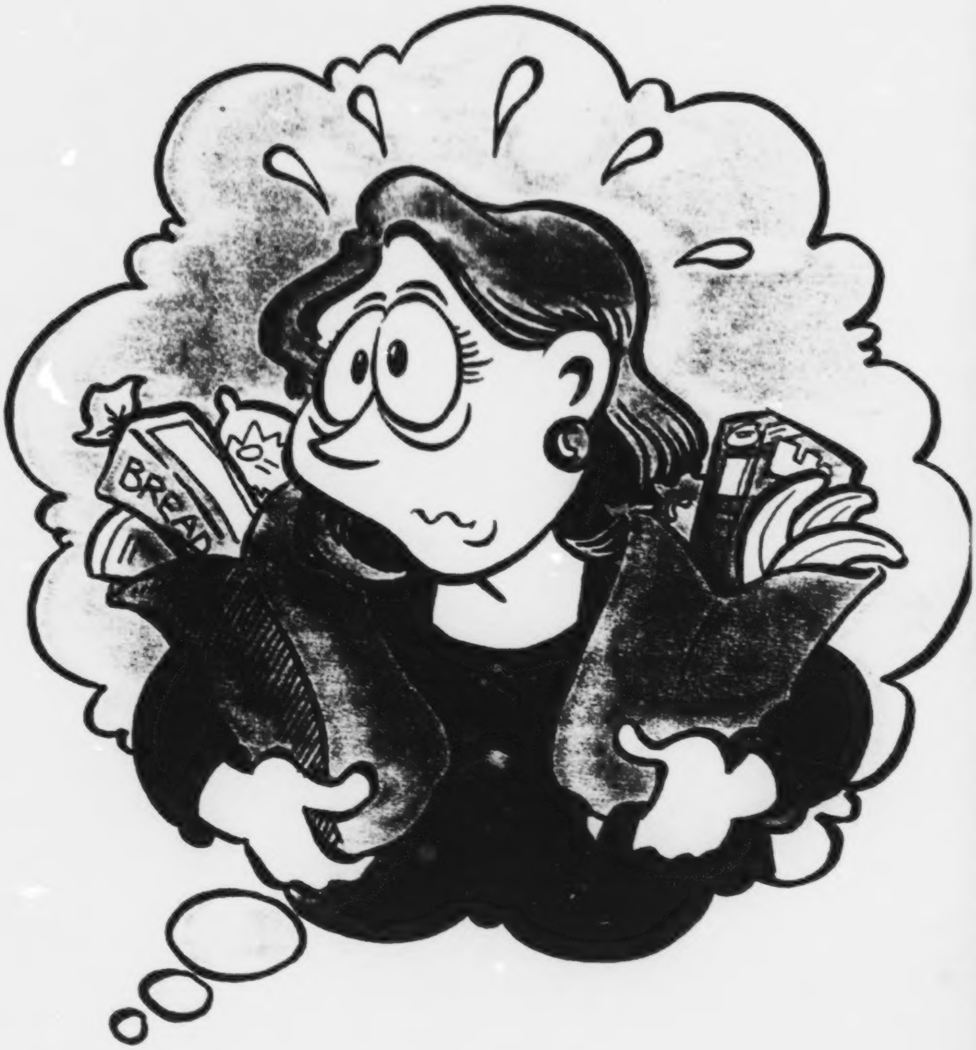
Kirby closed his eyes. He imagined he had on his mom's shoes. Suddenly, he could see his mom's feelings.

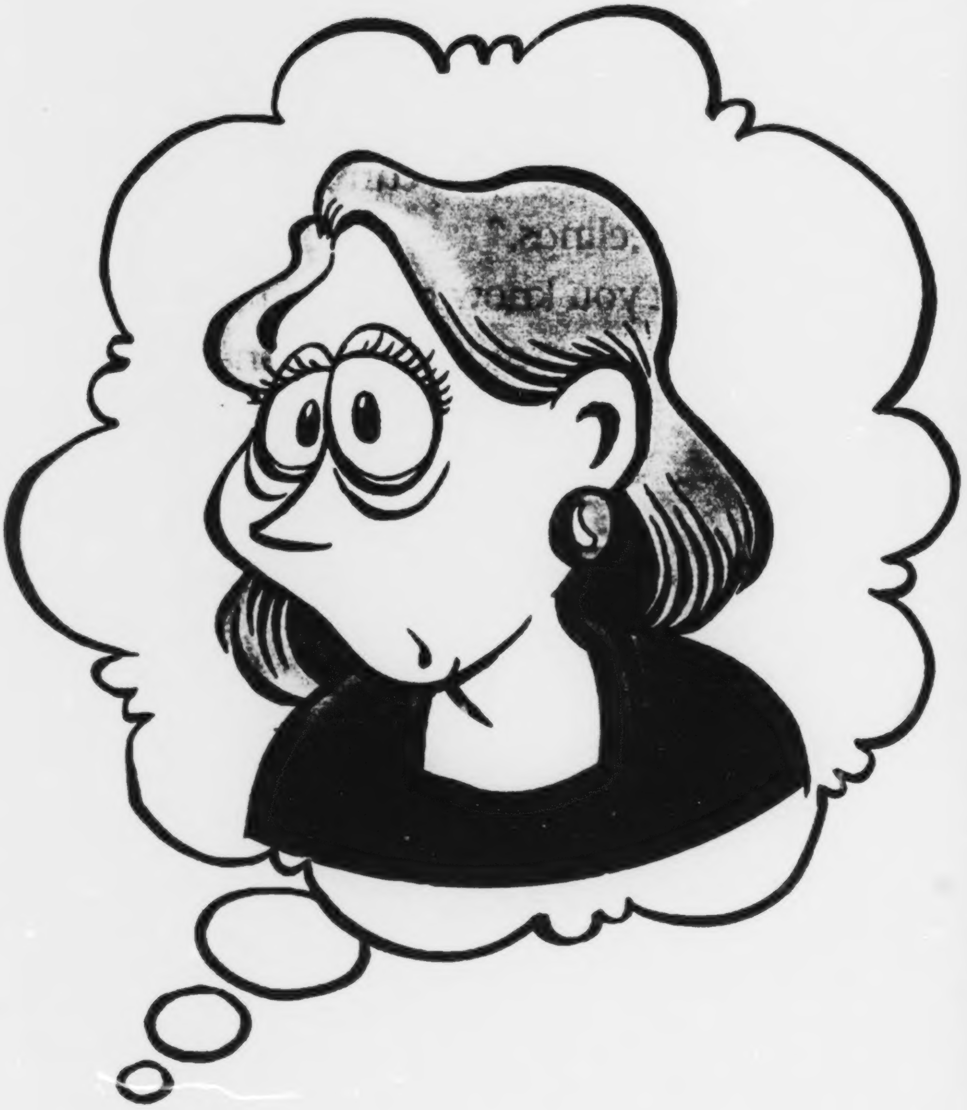




He saw how happy his mom was to see him when she came home from work.

He saw how tired she was. He saw that she was in a hurry to cook dinner.

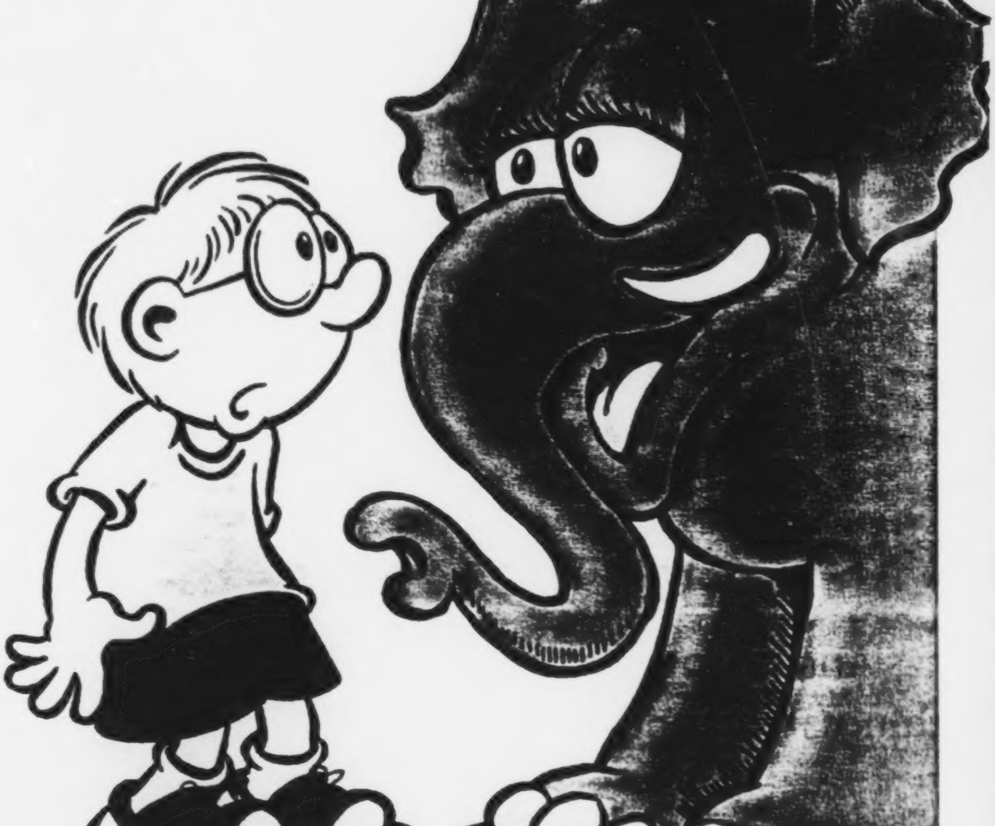


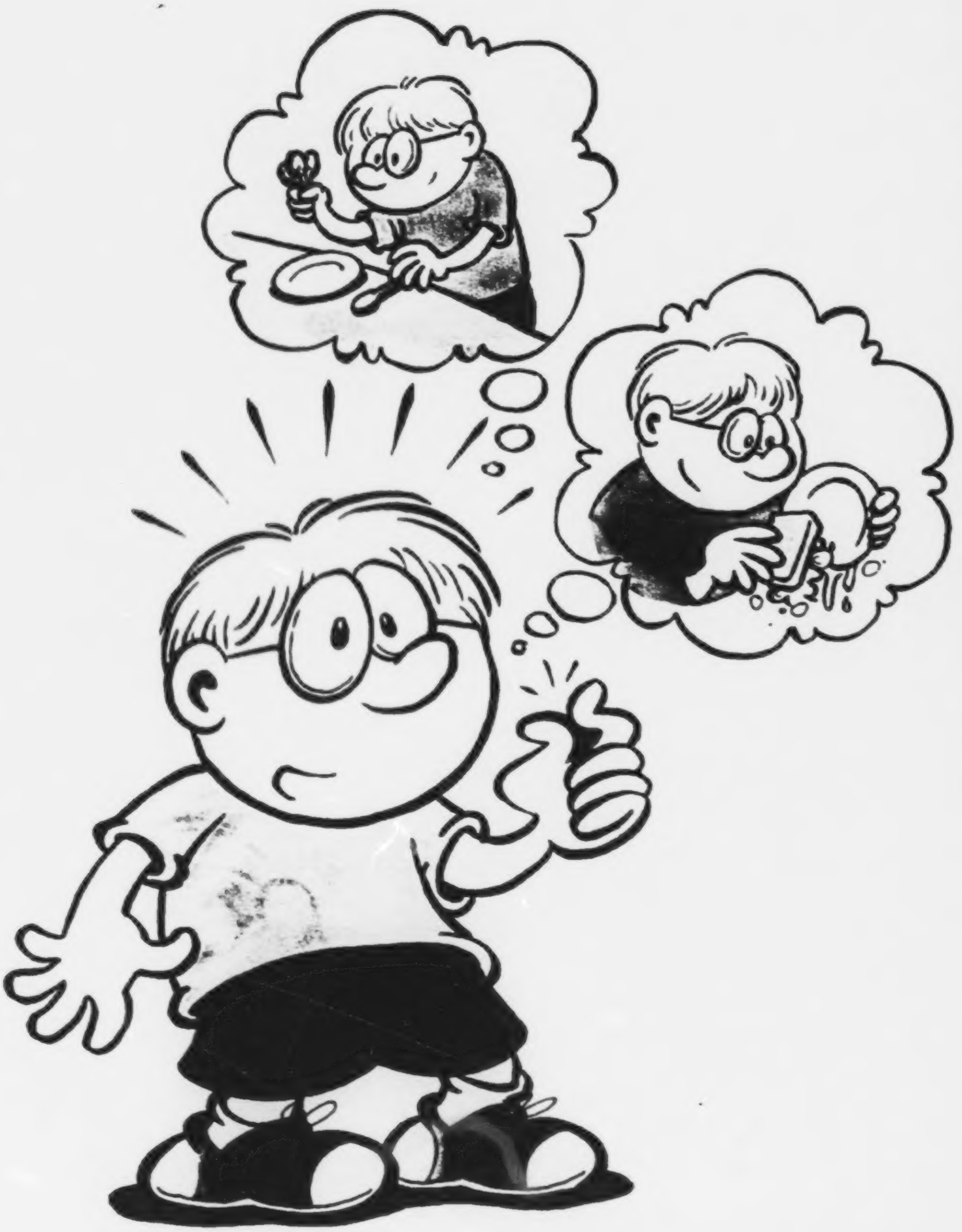


And he saw that she was sad when he said things in an angry voice.

"I see," Kirby said. "When you stand in someone else's shoes, you can understand that person's feelings."

"Now that you know how your mom feels," Aunt Emma said. "What can you do?"

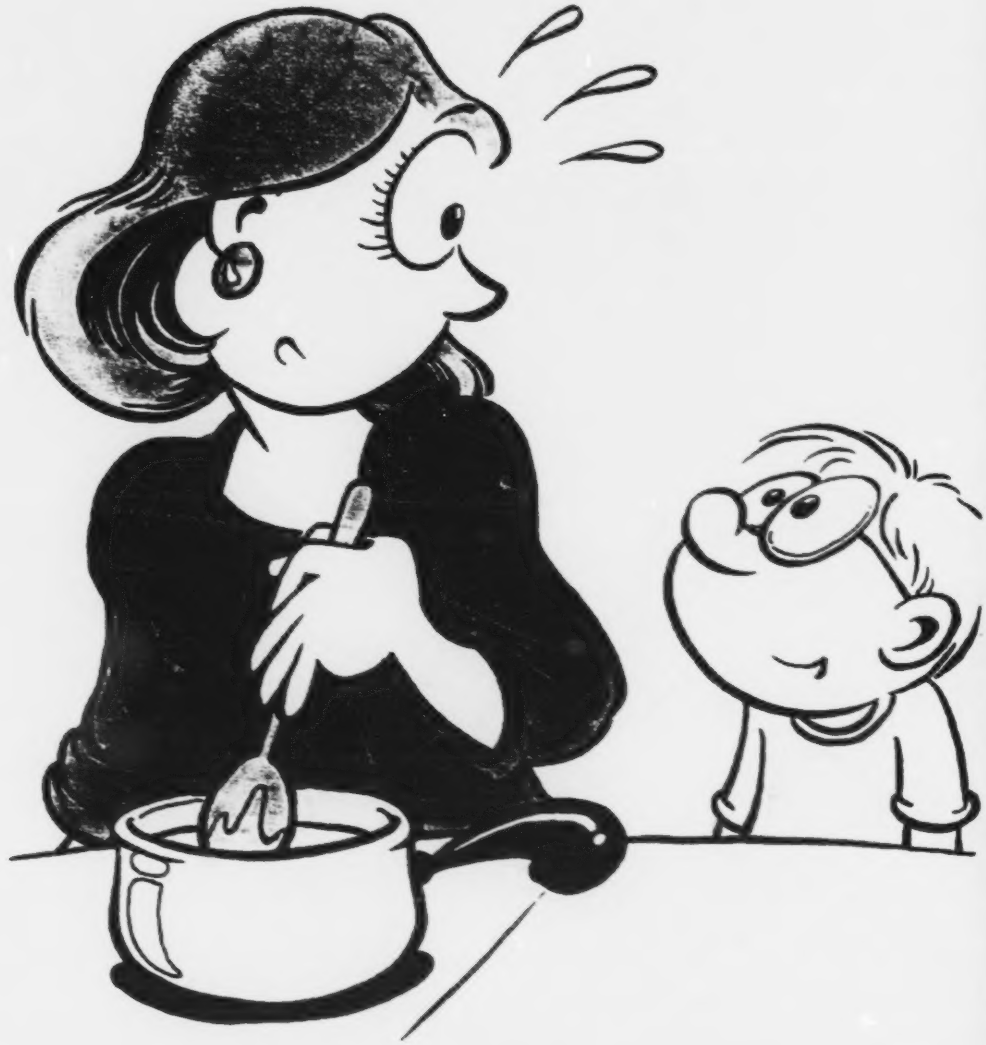


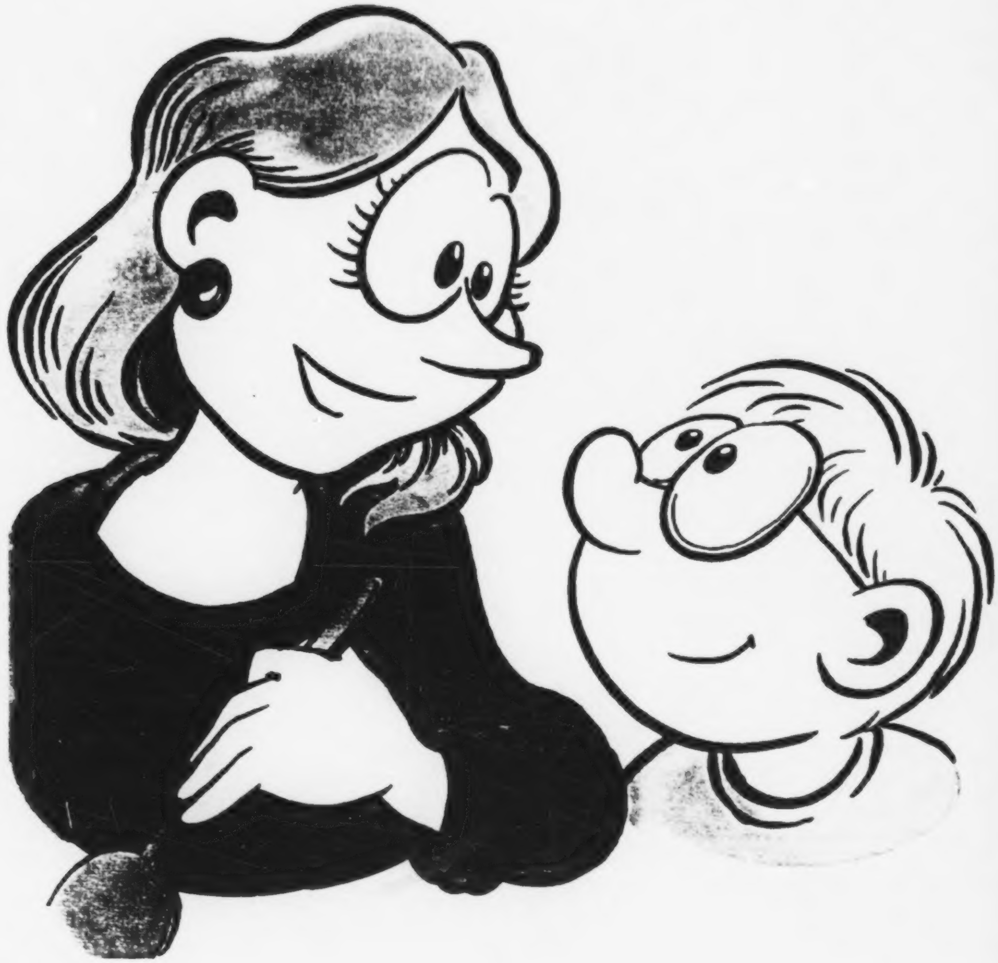


“Maybe I could help Mom,” Kirby said.
“Then she might have more time to play.”

Kirby went home. His mom was in the kitchen cooking dinner.

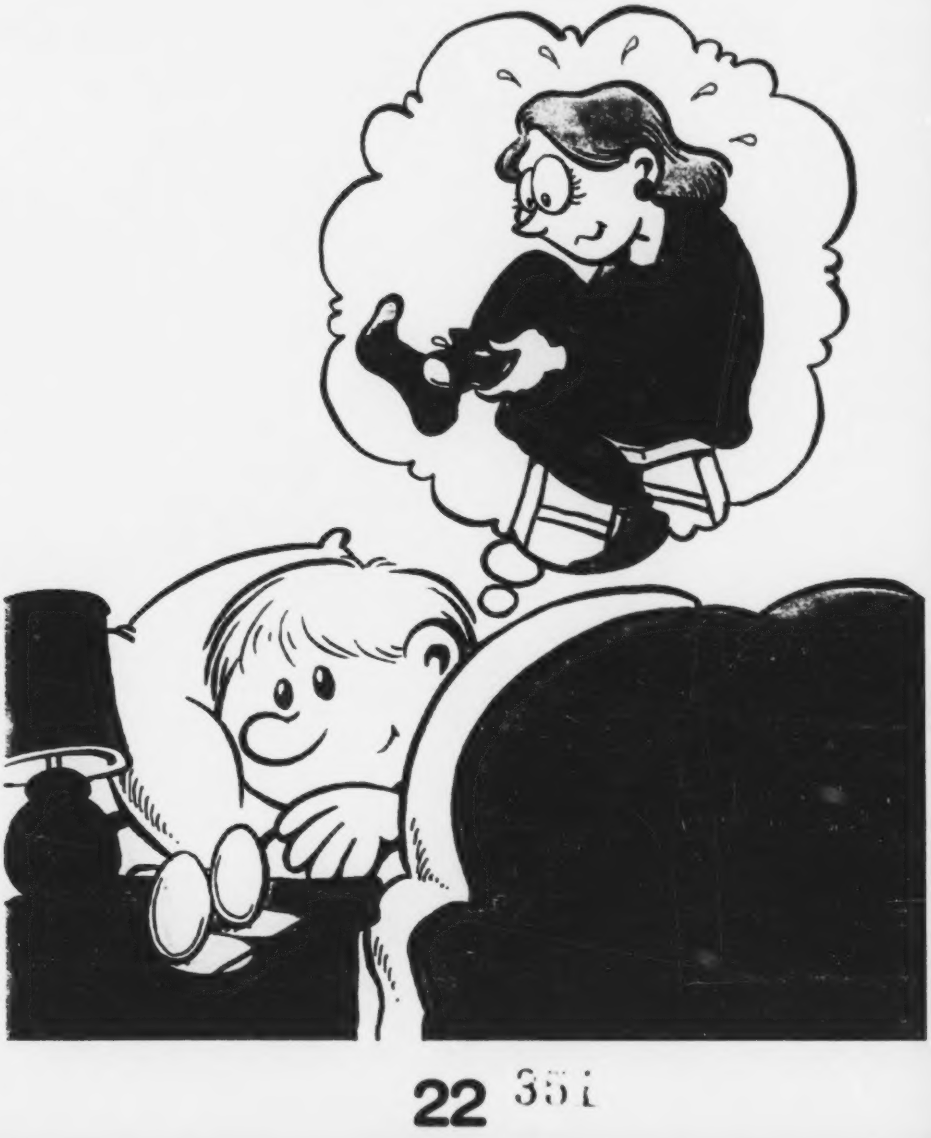
"Hi, Mom," Kirby said. "Can I help you? I can set the table."





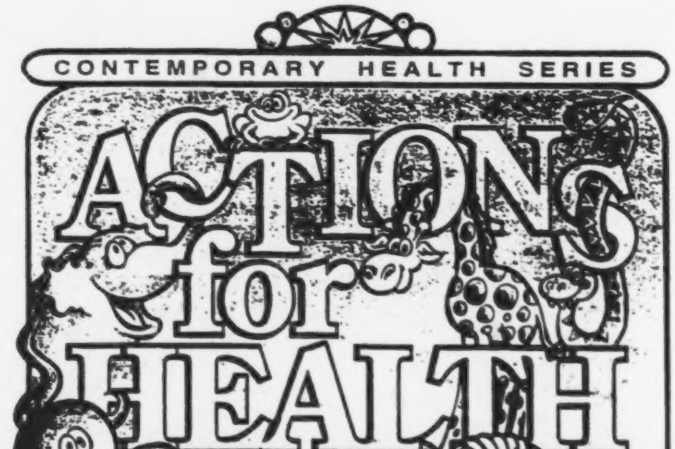
Mom looked surprised. Then she smiled. "Sure," she said. "And maybe, after dinner, we'll have time to play a game."

That night as Kirby was falling asleep, he thought, "I wonder if Aunt Emma could use her magic to put Mom in my shoes?"



In My Shoes

Kirby is angry when his mom is too busy to play. Ellie Elephant's wise aunt says that standing in someone else's shoes is magic! Will it help Kirby understand how his mother feels?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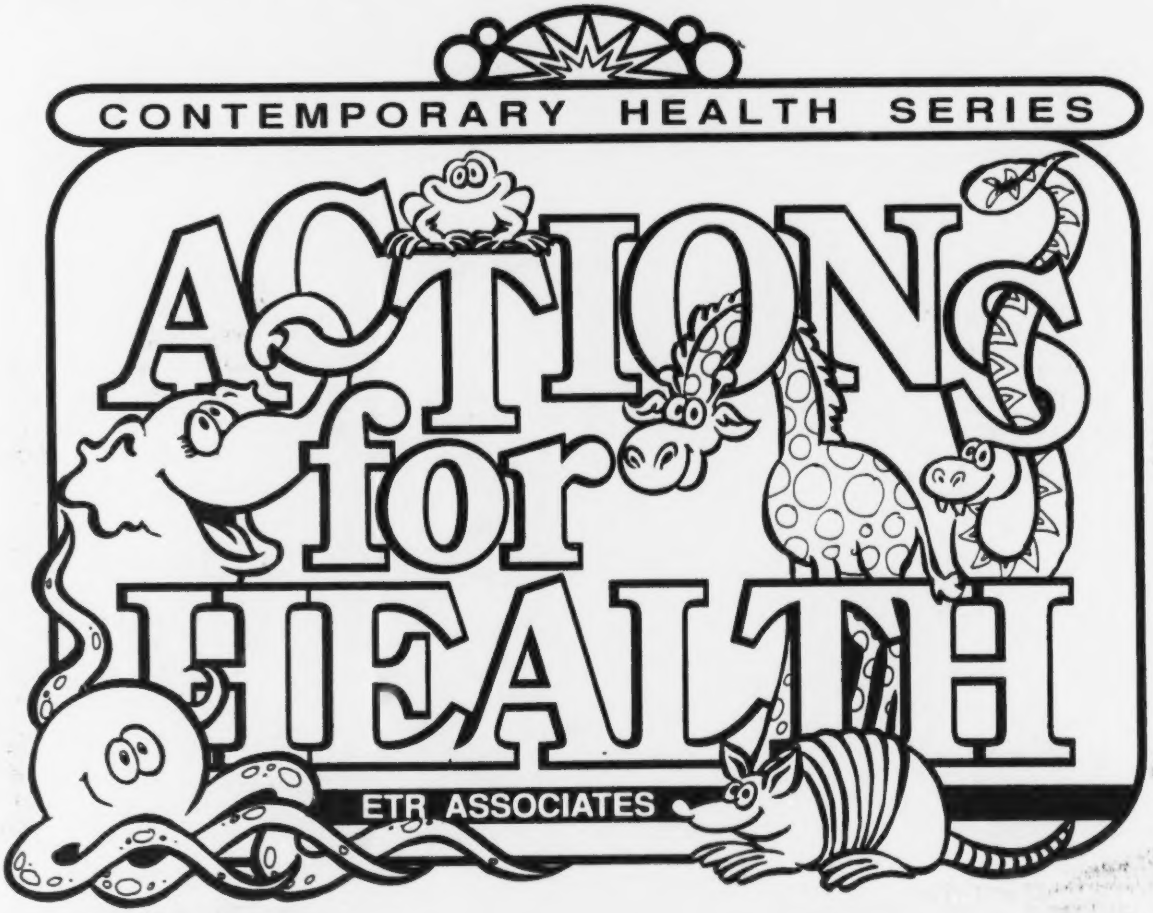
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Student Workbook

SAMPLE

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CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

Student Workbook

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1992

To the Teacher

Introduction

Actions for Health is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

About the Workbook

This workbook has been designed for students participating in Level 2 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

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ISBN 1-56071-108-6

Title No. H024

Printed in the United States of America

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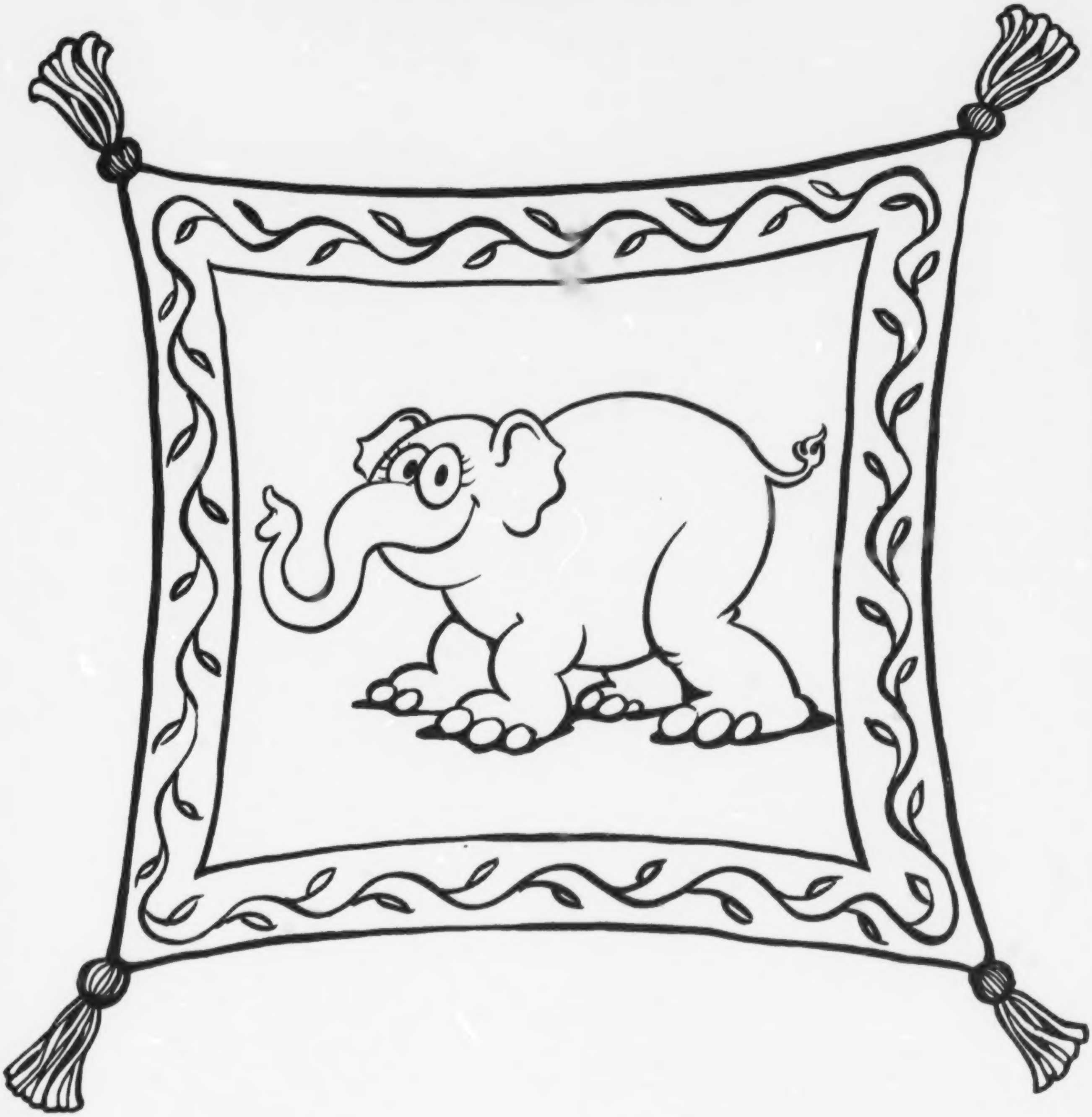
Name ____________________

The Magic Scarf



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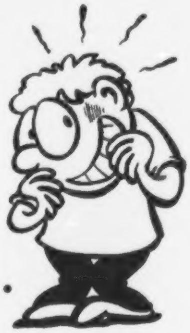
Name ______________________________

Matching Messages

Directions: Draw a line to match each of the feelings words to the picture that shows that feeling.



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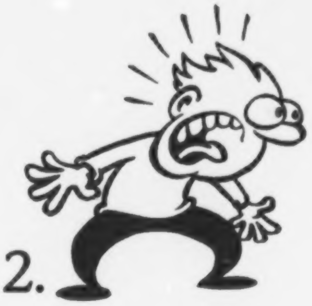


2.

happy

sad

bored

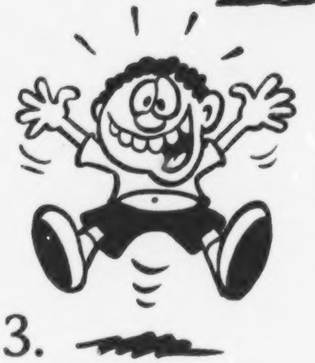
scared

confused

embarrassed

angry

proud



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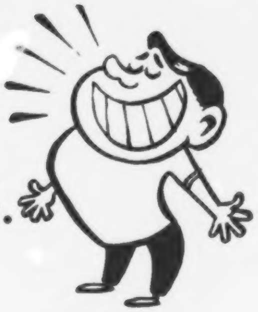

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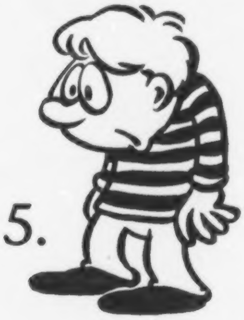

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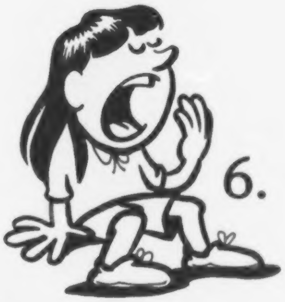

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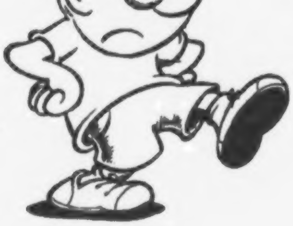

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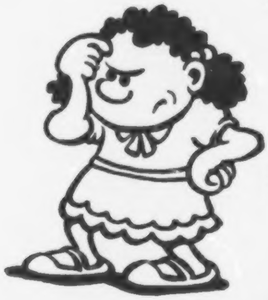

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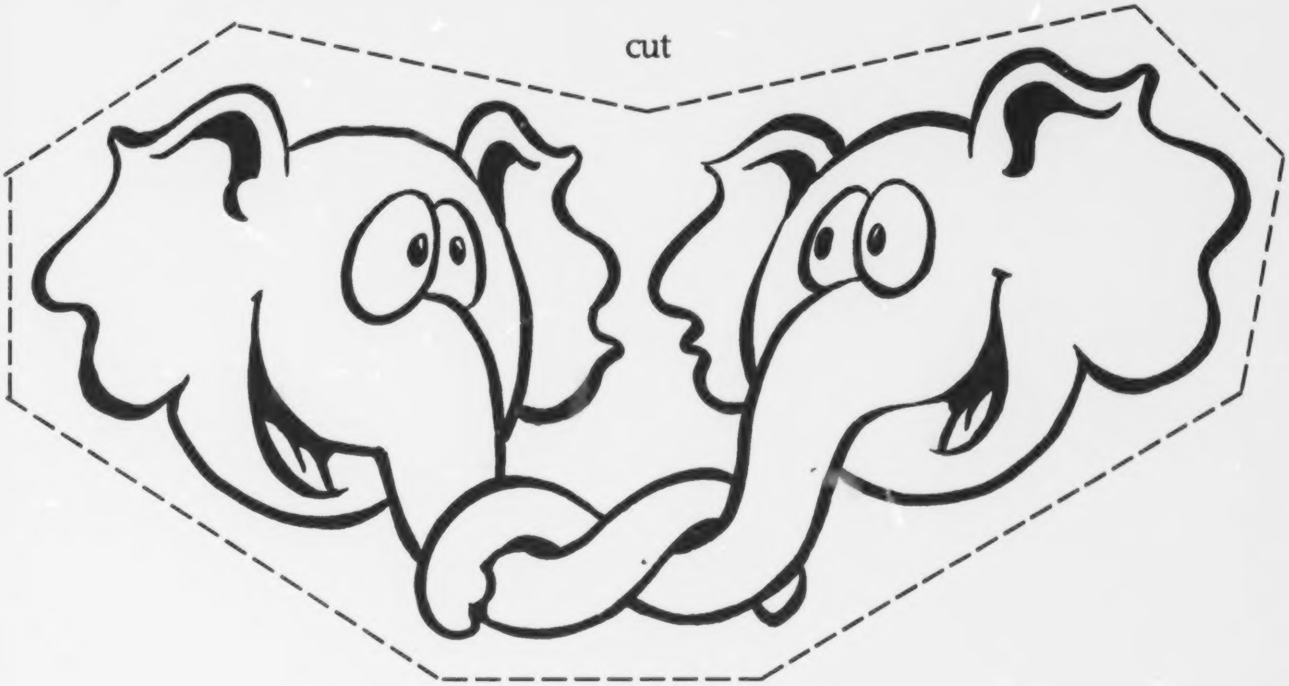
Soft Snuggly

Directions: Color and cut out the Soft Snuggly.



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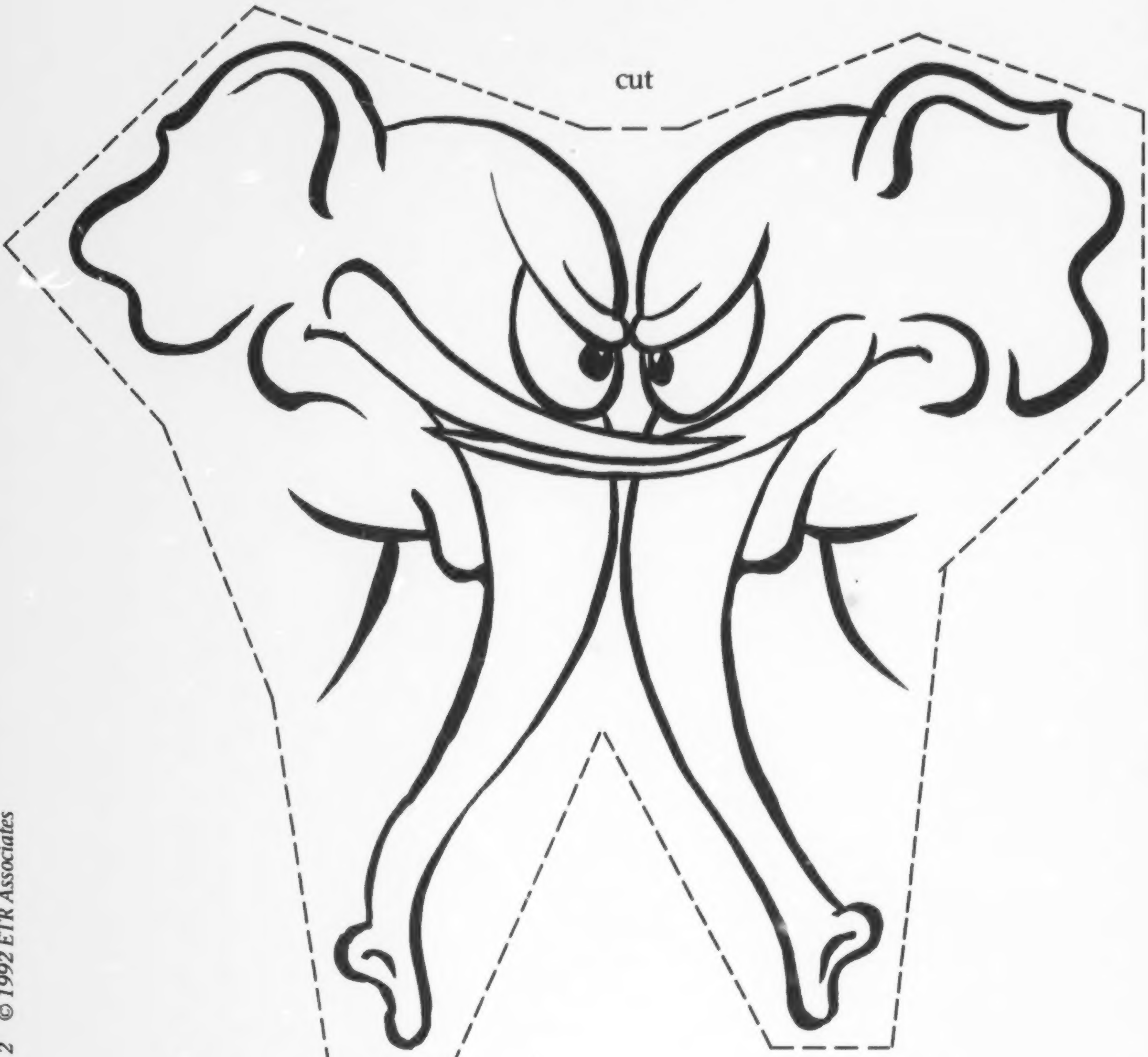
Name ______________________________

Tuff Tusky

Directions: Color and cut out the Tuff Tusky.



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Name ______________________________

Giving Soft Snugglies

Hearing

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

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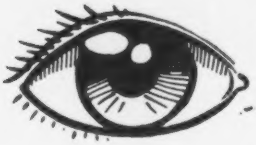
Name ______________________________

Giving Soft Snugglies

Sight

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.



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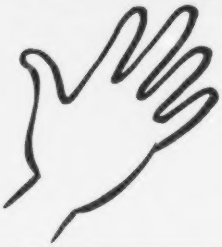
Giving Soft Snugglies

Touch

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.



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Name ______________________________

Giving Soft Snugglies

Smell

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.

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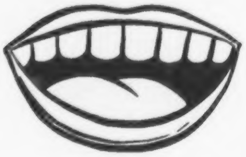
Name ____

Giving Soft Snugglies

Taste

Directions: Write how you could use this sense to give someone a Soft Snuggly. Then draw a picture of the Soft Snuggly.



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Name ______________________________

Stories About Strong Feelings

Directions: Read each story. Then make a circle around one or two answers that tell good things to do about the feeling.

On the Playground

Your friend ignored you on the playground this morning. You feel hurt. Circle the things it is OK to do.

[✓ 1. Tell your friend how you are feeling.]

2. Ignore your friend the next time he or she tries to talk to you.
3. Be mad for the rest of the day.

Other good ideas:

____

____

The Book I Want

Someone in your class has a book that you want. You feel jealous. Circle the things it is OK to do.

1. Tell the person you like the book. Ask if you could look at it at recess.
2. Call the person a spoiled brat.
3. Try to take the book away and hide it in your desk.

Other good ideas:

____

____

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Name ______________________________

Stories About Strong Feelings (continued)

My Old Dog

Your family had to have your old dog put to sleep. You feel very sad. Circle the things it is OK to do.

1. Tell the teacher how sad you feel.
2. Find a quiet place to cry for a while.
3. Be grouchy in class.

Other good ideas:

____

____

Big Kids

Some bigger children have been yelling at you on your way to school. You feel scared. Circle the things it is OK to do.

1. Walk the long way around to stay away from them.
2. Ask an adult or an older student to walk with you.
3. Tell your mom or dad that you feel sick and can't go to school today.

Other good ideas:

____

____

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Name ______________________________

Stories About Strong Feelings (continued)

No Recess

The teacher made you stay inside for recess because you talked during class. You feel angry. Circle the things it is OK to do.

1. Yell at the teacher for picking on you.
2. Decide to listen better tomorrow.
3. Throw something at the teacher's desk.
4. Take ten deep breaths.

Other good ideas:

____

____

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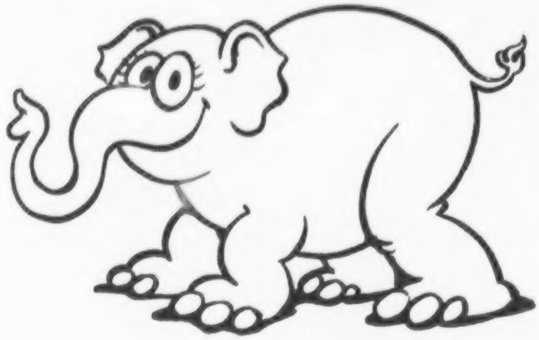
Name ______________________________

Expressing Feelings—OK

Directions: Write the name of a feeling in the space below. Then draw a picture of a way that's *OK* to express the feeling.

____



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Name ____

Expressing Feelings—Not OK

Directions: Write the name of a feeling in the space below. Then draw a picture of a way that's *not OK* to express the feeling.

____

- -

____

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Name ____

New Friends and Old Friends

Make new friends,

but keep the old.

One is silver

and the other's gold.

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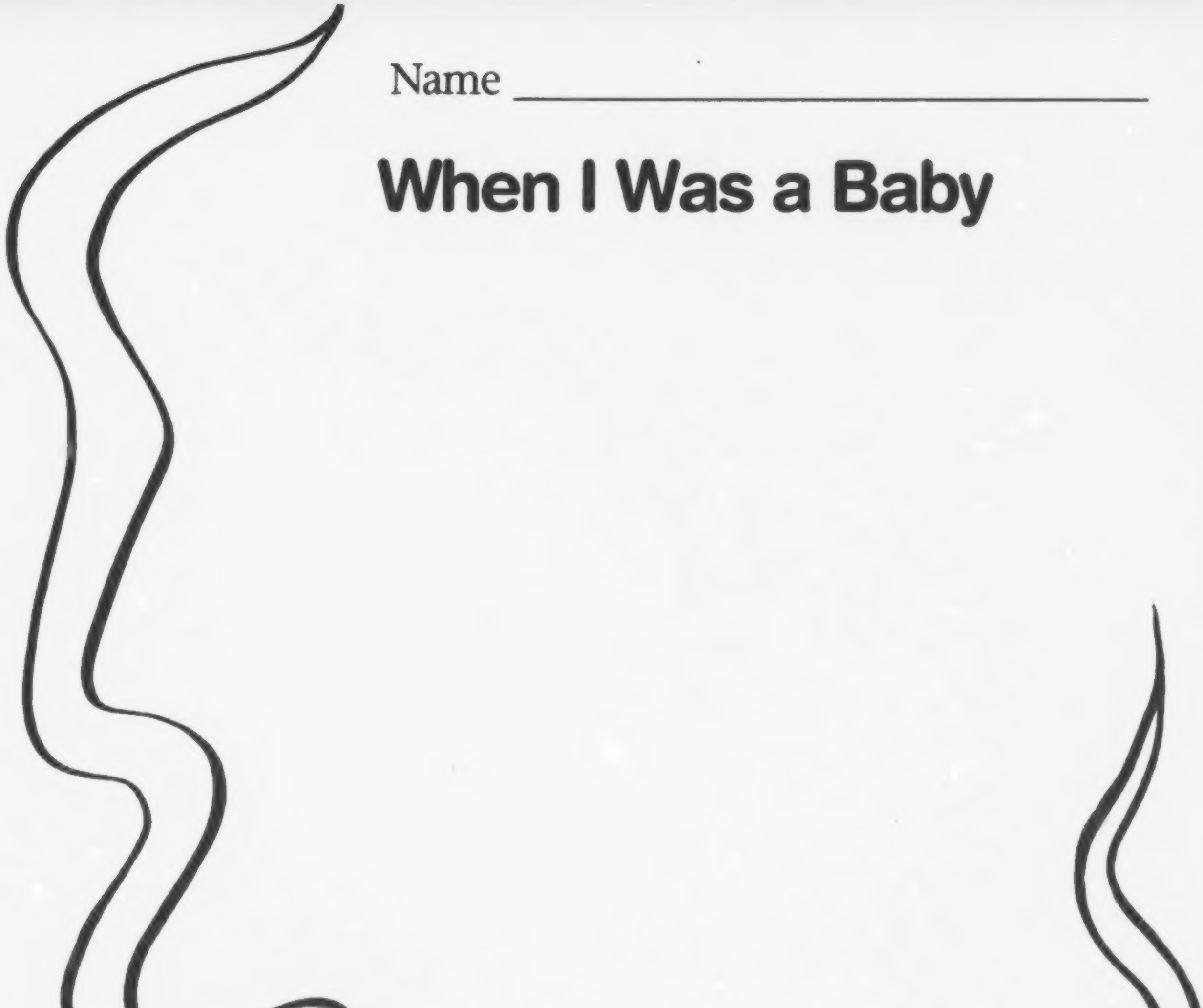
When I Was a Baby



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What a Toddler Does

Toddler's Name ______________________________

1. What time does the toddler get up? ____________________

2. What time does the toddler go to bed? ____________________

3. What does the toddler eat? ____________________

____

4. What toys does the toddler play with? ____________________

____

Other questions: ______________________________

____

____

____

____

____

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Name ______________________________

How a Toddler Communicates

Toddler's Name ______________________________

1. Can the toddler talk? ______________________________

2. Can the toddler understand what the parent says? ____________

3. How does the parent tell the toddler what to do? ____________

____

4. Does the toddler smile or wave good-bye? ____________

____

Other questions: ______________________________

____

____

____

____

____

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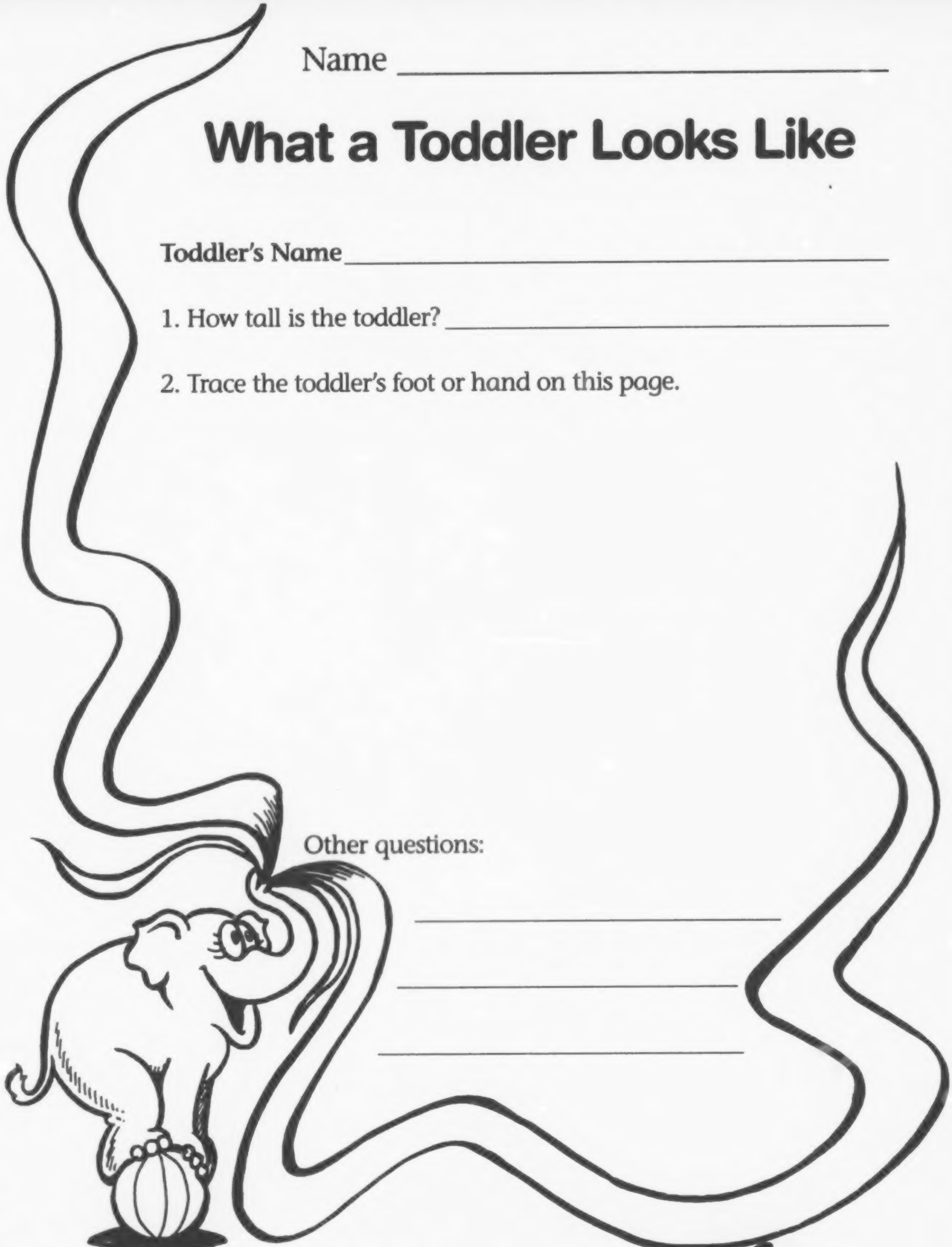
Name ______________________________

What a Toddler Looks Like

Toddler's Name ______________________________

1. How tall is the toddler? ______________________________

2. Trace the toddler's foot or hand on this page.



Other questions:

____

____

____

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Now I Can

Directions: In the box, draw a picture of one or two things you can do now that you could not do when you were a baby. Write a sentence to tell what you are doing in the picture.

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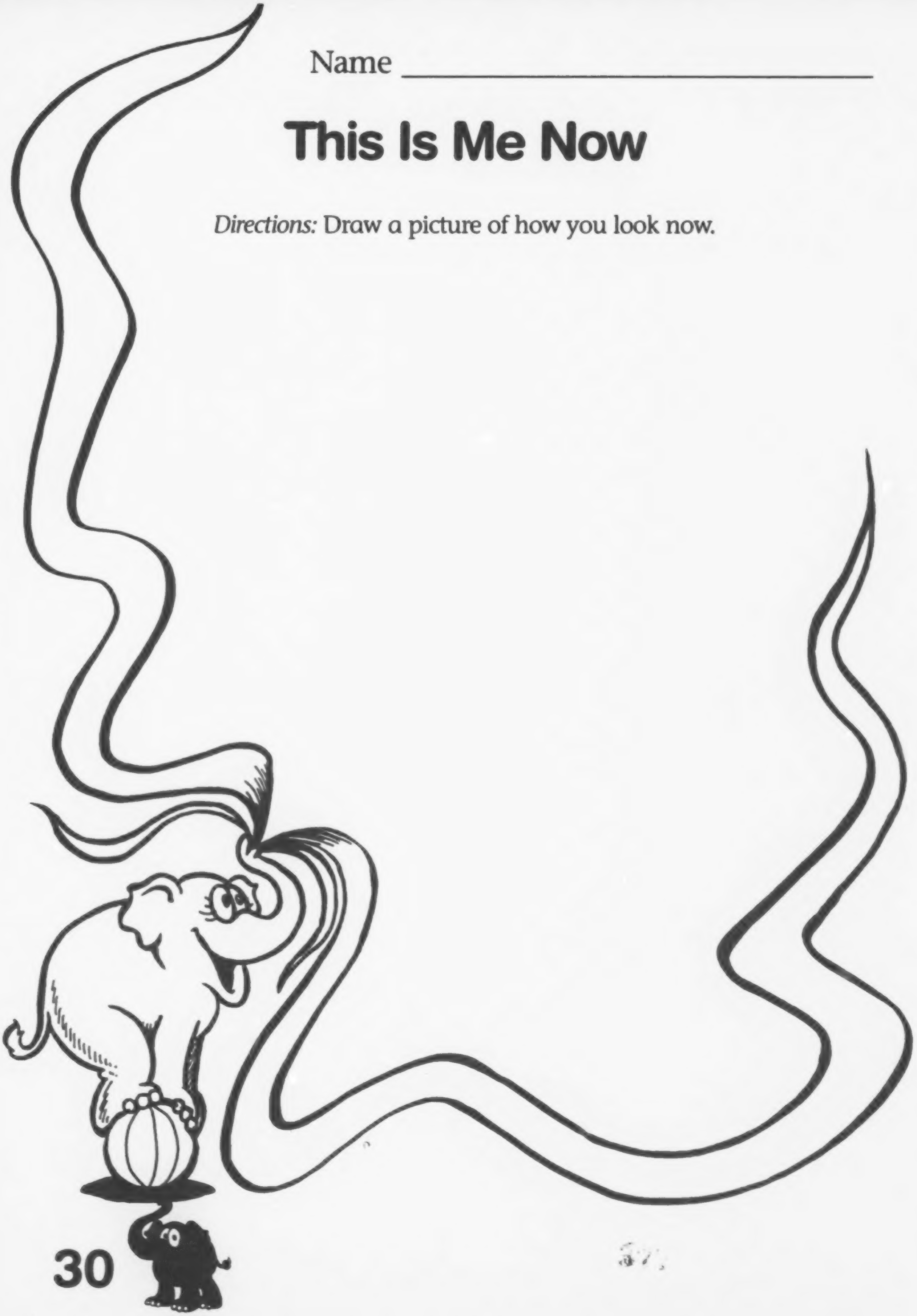
Name ______________________________

This Is Me Now

Directions: Draw a picture of how you look now.



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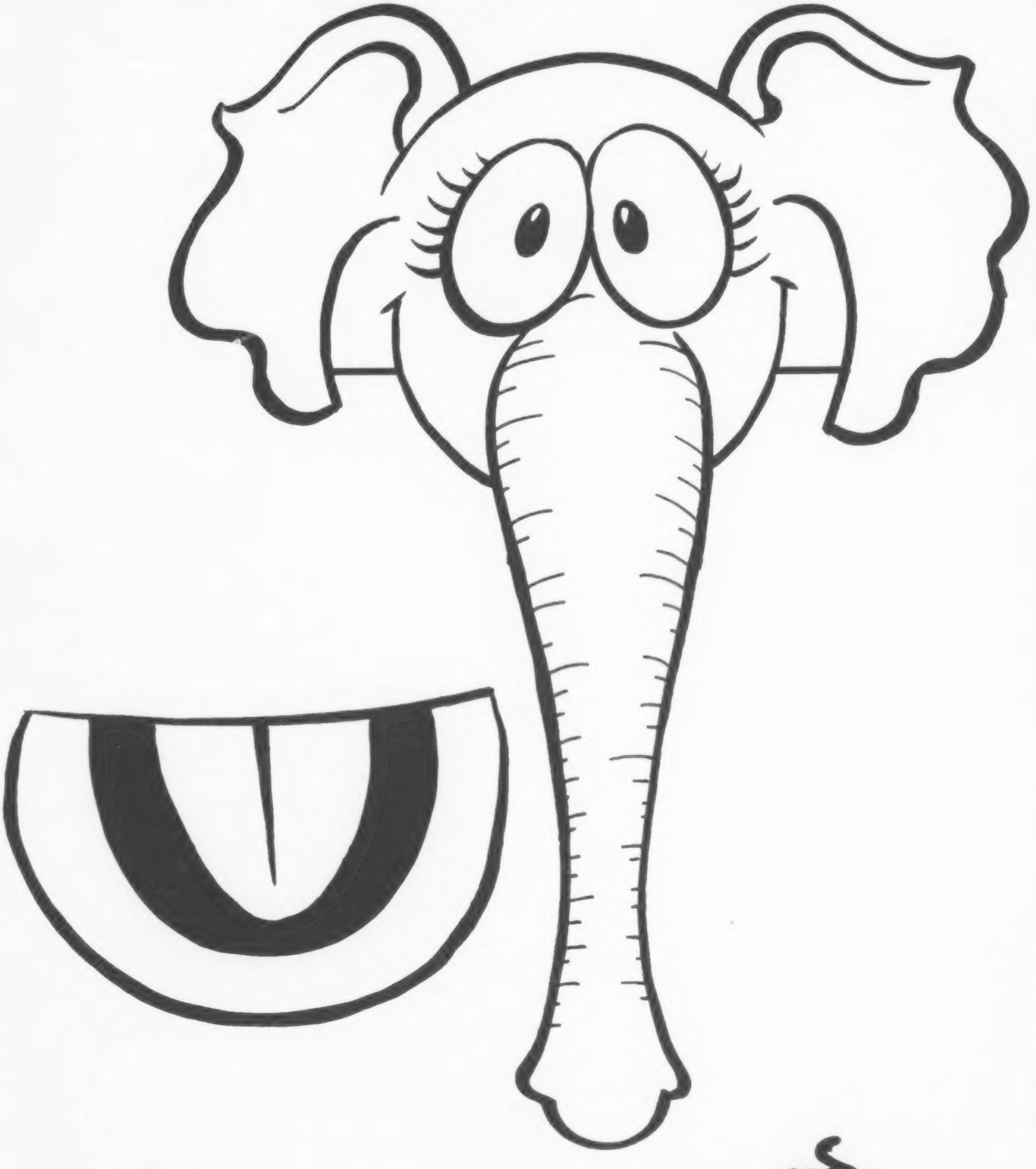
Name ______________________________

Elephant Puppet Patterns



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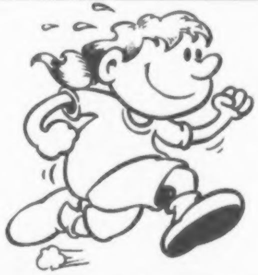
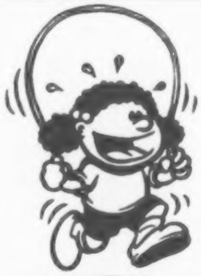
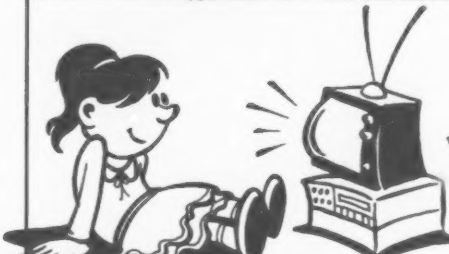
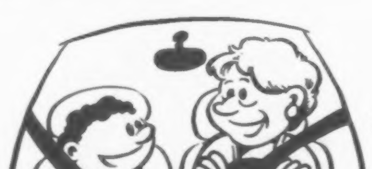
Name ____

Muscle Hustle

Directions: Make a mark in the box next to each activity that helps build strong muscles. Write one of your favorite activities that helps build strong muscles on the blank lines. Then draw a picture of yourself doing this activity.

Activity	***Builds strong muscles***
 running	☐
 jumping rope	☐
 watching TV	☐
 riding in a car	☐

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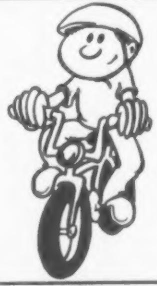
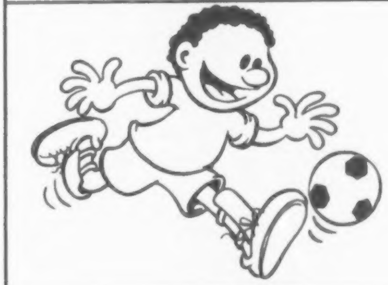
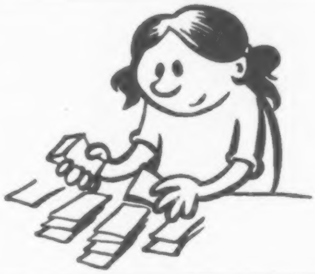
Name ____________________________________

Muscle Hustle (continued)

Activity	**Builds strong muscles**
 riding a bike	☐
 playing ball	☐
 playing cards	☐

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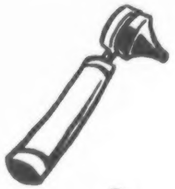
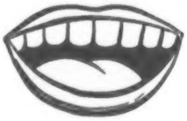
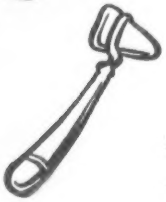
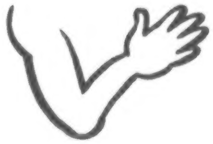
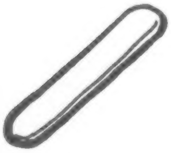
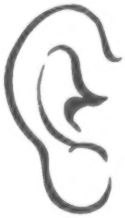
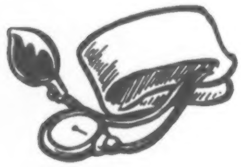
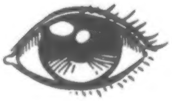
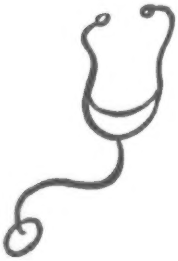
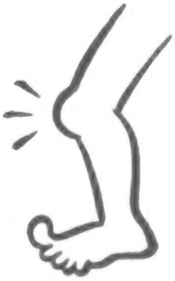
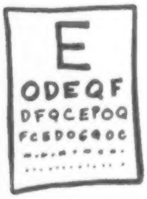
Medical Tools

Directions: Draw a line from the medical tool to the part of the body it is used to check.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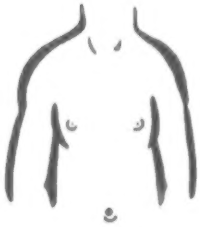
FCBDOGQOC


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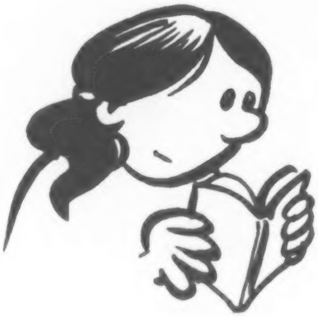
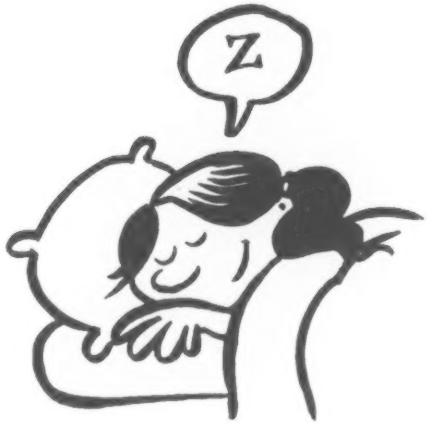
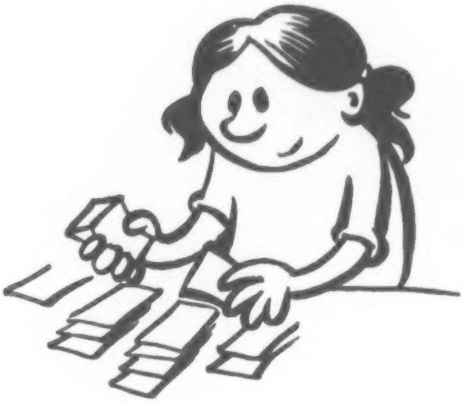
Name ______________________________

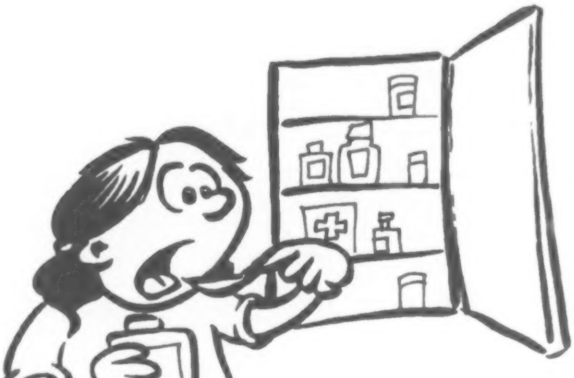
Ways to Feel Better

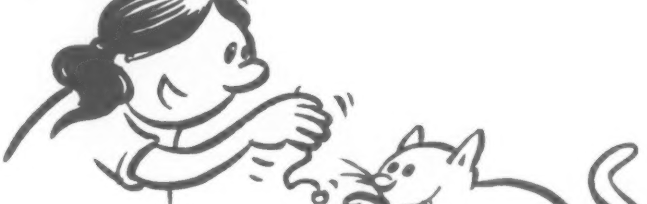
Directions: Amanda had a little stomach-ache. She told her mother. Put a ring around the pictures of things Amanda could do herself. Put an X on the picture that shows something Amanda should not do by herself.











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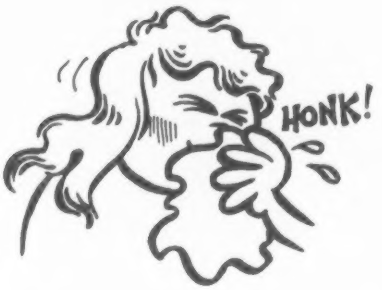
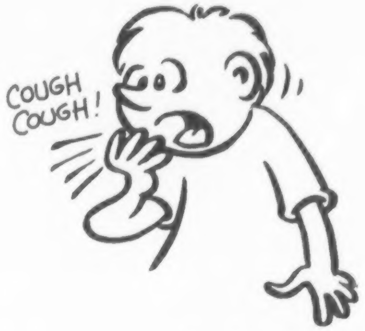
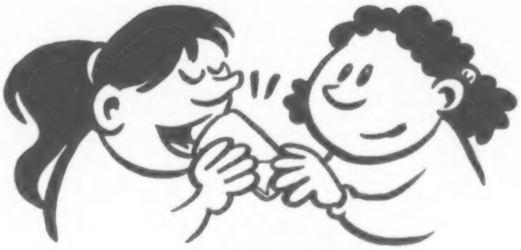
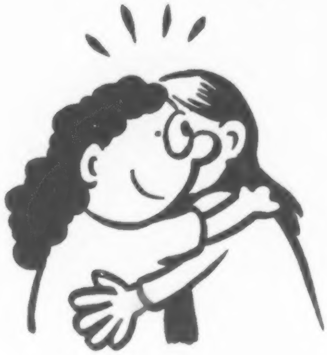
How Colds Spread

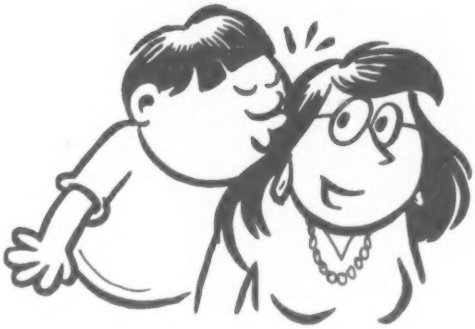
Directions: Circle the pictures that show a way colds can spread. Then answer the question at the bottom of the page.

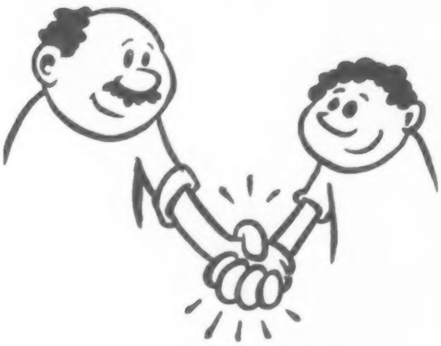












How many pictures show a way that a cold can spread? ______

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Medicine Mystery Code

Directions: Use the code to find the letters for this message. Write the letter that goes with each number on the line above the number. What does the message say?

___ ___ ___ ___ ___   ___ ___ ___ ___
14 5 22 5 18   20 1 11 5

___ ___ ___ ___ ___ ___ ___ ___
13 5 4 9 3 9 14 5

___ ___   ___ ___ ___ ___ ___ ___ ___ ___
2 25   25 15 21 18 19 5 12 6

Secret Code

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

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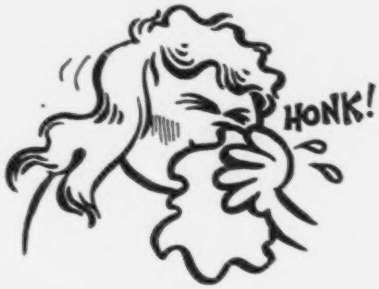
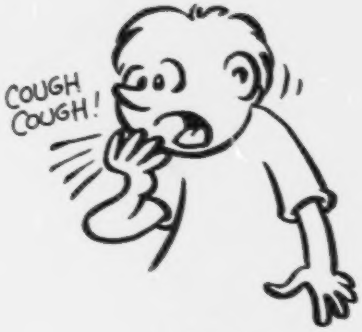
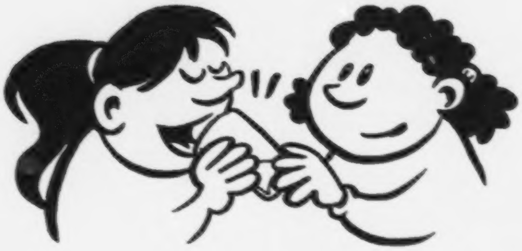
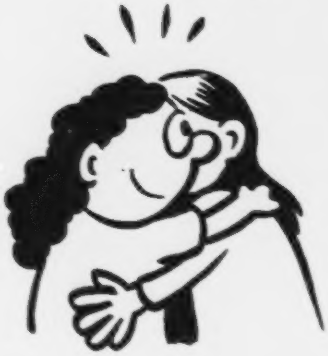
How Is HIV Spread?

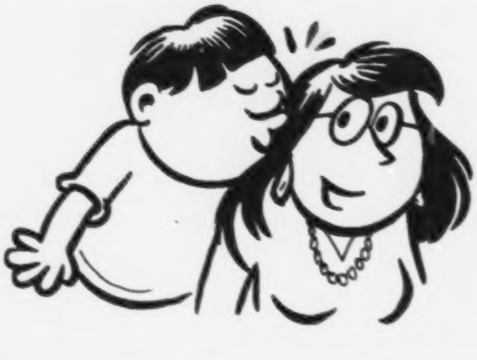
Directions: Circle the pictures that show a way HIV can spread. Then answer the question at the bottom of the page.

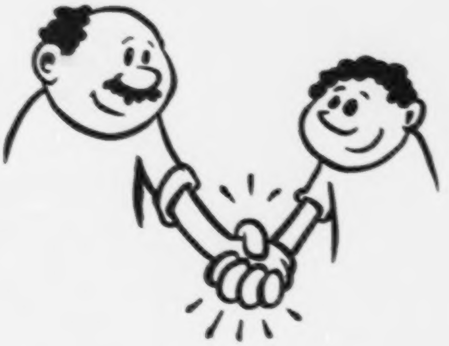












How many pictures show a way that HIV can spread?_____

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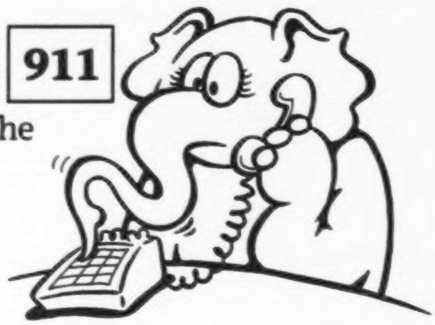
Name ______________________________ **TEACHER**

Simple Emergency Steps

Directions: Practice these steps.

- Tell an adult.
- If no adult is near, call 911 or your local emergency number.
- Tell the person who answers what the emergency is.
- Give your name and the address and phone number where you are.
- Listen to directions about what to do.
- Answer any questions.

Now fill in the emergency facts below. Write the emergency number in big colored numbers.



Emergency Number ____________________

Name ______________________________

What is the emergency? ______________________________

Where is the emergency?

Street ______________________________

City/town ______________________________

Phone number ______________________________

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Name ____

Scramble for Help

Directions: Unscramble the letters to fill in the blanks. For help, check the words at the bottom of the page.

1. If no ___ ___ ___ ___ ___ is near, call for help. t l a d u

2. A ___ ___ ___ ___ is one kind of emergency. r e i f

3. ___ ___ ___ ___ 911 or your emergency number. i d l a

4. Stay ___ ___ ___ ___. l m a c

5. Report the ___ ___ ___ ___ ___ . a f s t c

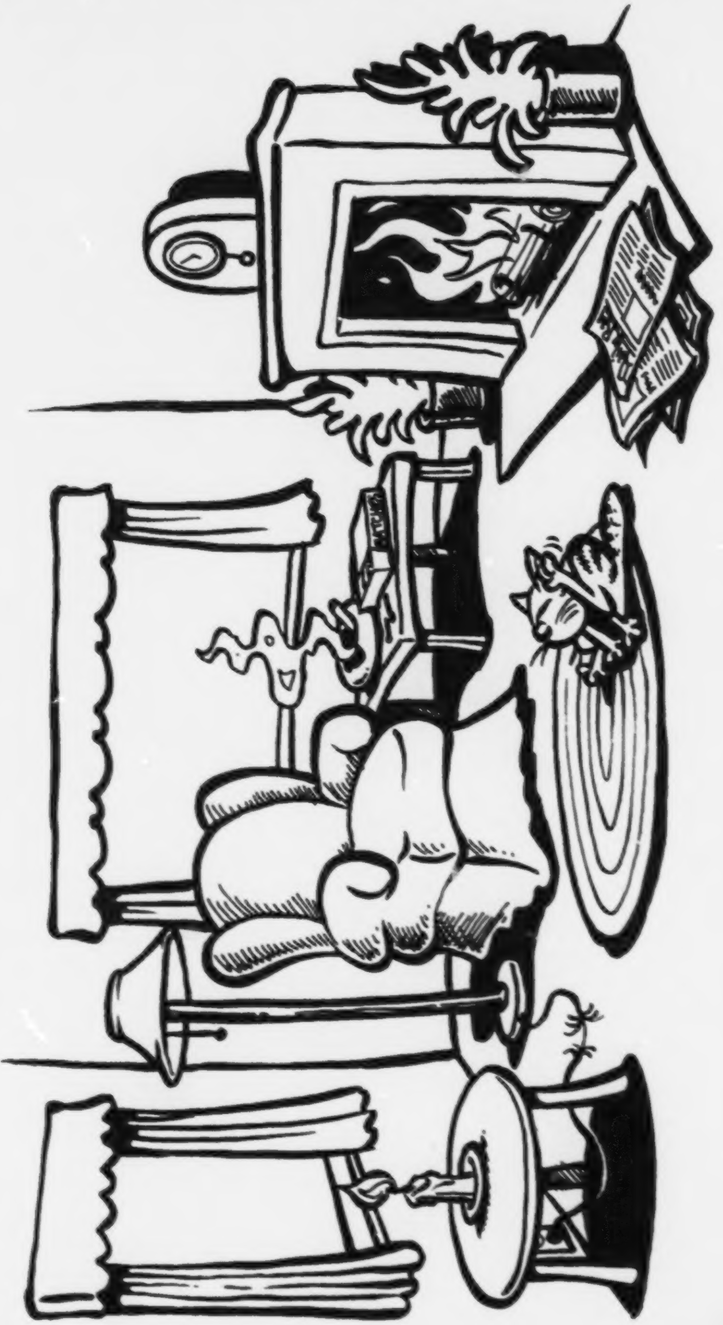
fire	calm	dial	adult	facts

Actions for Health 2 © 1992 ETR Associates

Name ______________________________

What's Wrong with This Picture?

Directions: Circle each of the things in this picture that could cause a fire.



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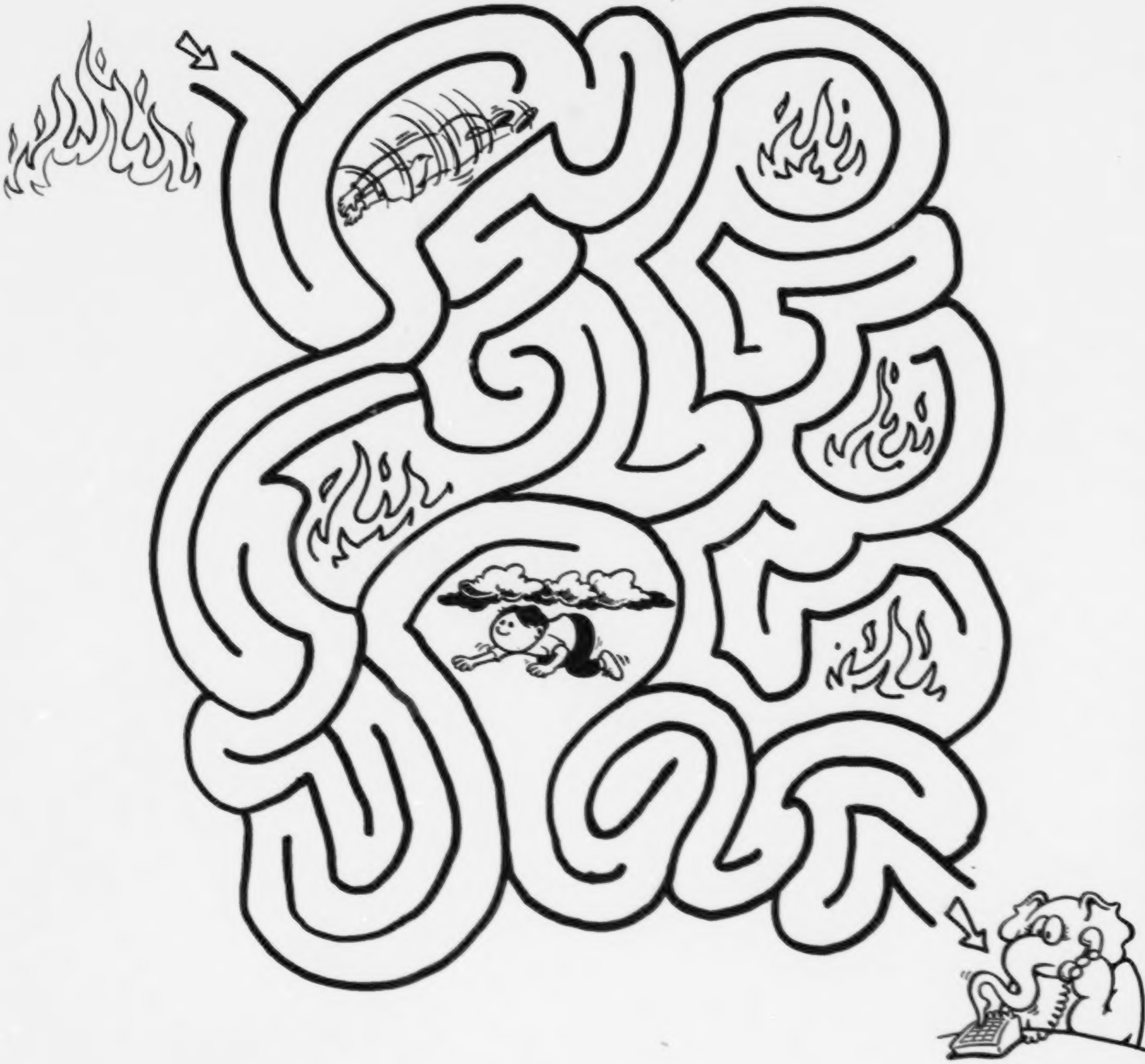
Name ____

Escape Maze

Directions: Find the way through the fire to safety.



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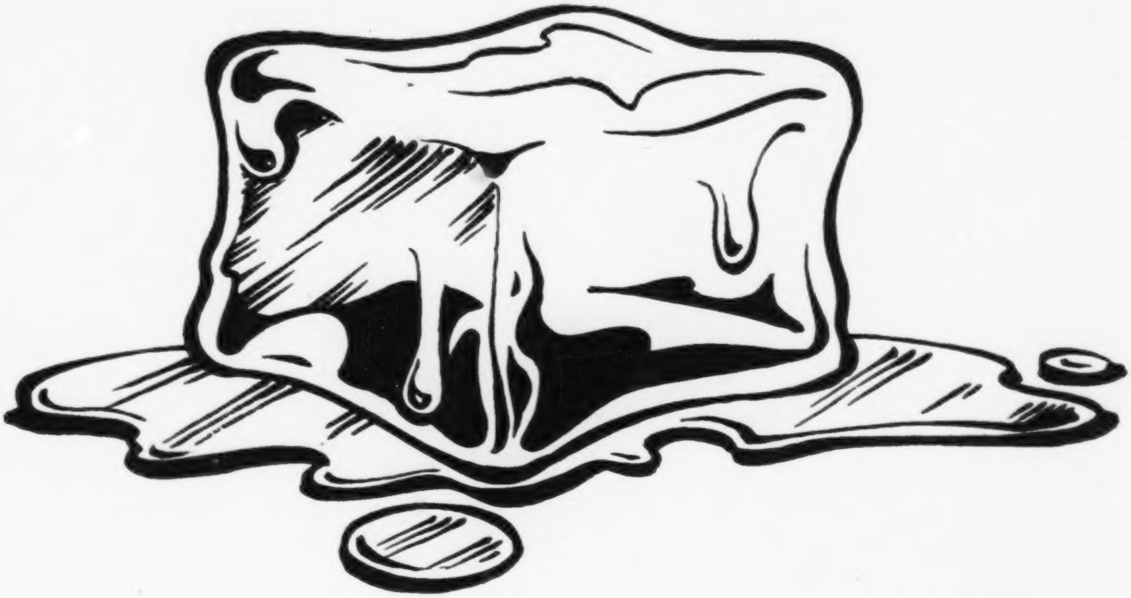
Name ____________________________________

Cool Down

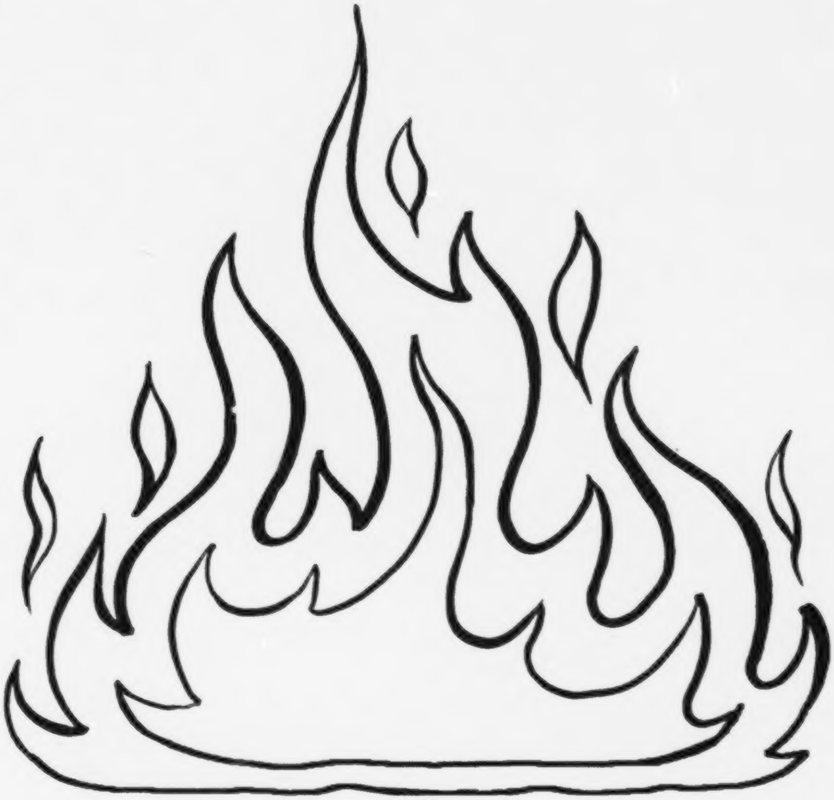
Directions: Color the picture. Use it to vote for messages that cool down conflict.



Name ______________________________

Heat Up

Directions: Color the picture. Use it to vote for messages that heat up conflict.



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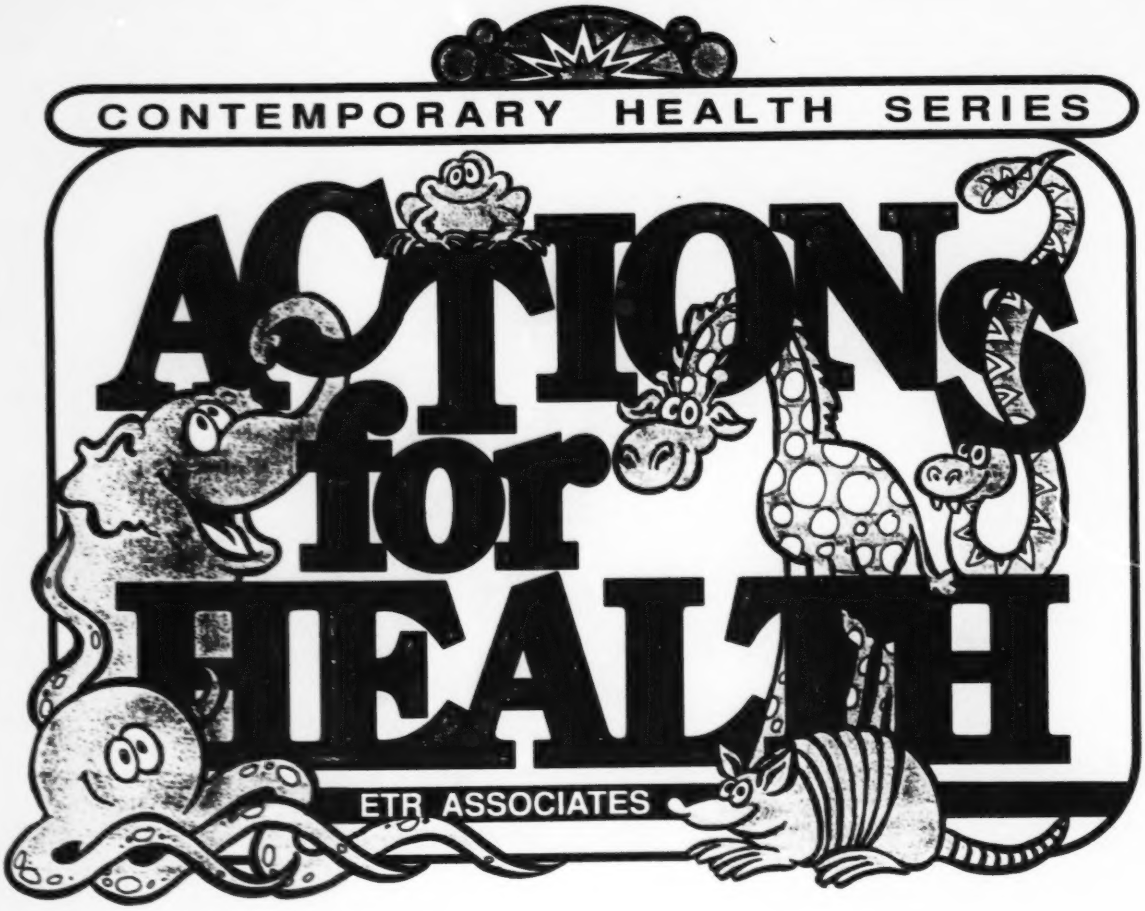
ETR Associates
Santa Cruz. California

ISBN 1-56071-108


CONTEMPORARY HEALTH SERIES
ACTIONS for HEALTH
ETR ASSOCIATES

Involving Families

2

SAMPLE

E T R A S S O C I A T E S

Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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ISBN 1-56071-124-8

Title No. H027

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Communication and the Magic Scarf

Date: ______________________

Dear Family:

This year your child will be studying health. The theme for this year's health unit is communication. Ellie Elephant, the theme animal for this grade, will help the children learn how to communicate more effectively.

One of the best ways to teach children effective communication skills is to model effective communication as you interact with them:

- Look children in the eye when listening or speaking to them.
- Ask children to repeat what they say if you don't hear them clearly.
- Try to paraphrase what children say if you are not sure you understand them.
- Wait at least five seconds for children's answers.
- Don't interrupt.
- Avoid saying one thing with words and another with body language.
- Share personal information about yourself as appropriate.
- Use I-messages to describe your feelings about children's behavior. For example, "I feel really angry when..." rather than "You are really naughty today."

Today in class, the children played a game called The Magic Scarf. The game emphasizes the importance of listening carefully to what others say. Your child made a Magic Scarf to share with you. Ask your child to explain how to play the game.

If you have any questions about the health unit, please contact me.

Sincerely,

____

Communicating About Differences

Date: ______________________________

Dear Family:

Your child has a booklet to share with you called *Ellie's Special Friends*. We read this booklet in class today.

This story is about different ways to communicate. Children are learning that communication involves not only words and sounds, but also body language—actions and gestures.

An Actions for Health Book
Ellie's Special Friends
Ramona Robin
Omar Octopus
Darlene Dolphin
Jamal Giraffe
Benny Bat
Mario Monkey
Molly Mole
Anita
ETR ASSOCIATES

The story also celebrates differences. We are all different. When we teach children to accept and value our differences, we improve their self-esteem. Research shows that children with high self-esteem are better able to deal with stress and peer pressure.

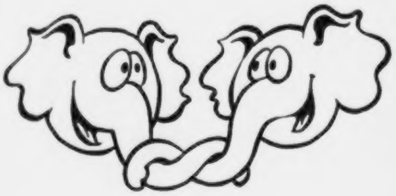
Sincerely,

____

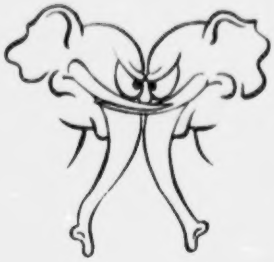
Soft Snugglies and Tuff Tuskies

Date: ____________________

Dear Family:



As part of the health unit, students are using the terms *Soft Snuggly* and *Tuff Tusky* in class to help them recognize positive and negative messages. You may want to use these words at home to describe messages among family members.



The tone of voice, facial expressions and body language we use communicate as much as our actual words. To help children understand positive and negative messages, we are using the concept of a Soft Snuggly for a positive message and a Tuff Tusky for a negative message.

Students have made Soft Snuggly and Tuff Tusky figures in class. Ask to see the Soft Snuggly and Tuff Tusky your child made.

Research has shown that negative communication can affect children's feelings of self-worth and self-esteem. Children (and adults, for that matter) are often so hurt by negative messages that they miss the positive ones.

You can help enhance your children's self-esteem by sending lots of positive messages. Be sure your children hear these messages, and encourage them to praise themselves for things they do well. The best way to help children is to model positive communication.

Sincerely,

____

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Family Friends

Date: ______________________________

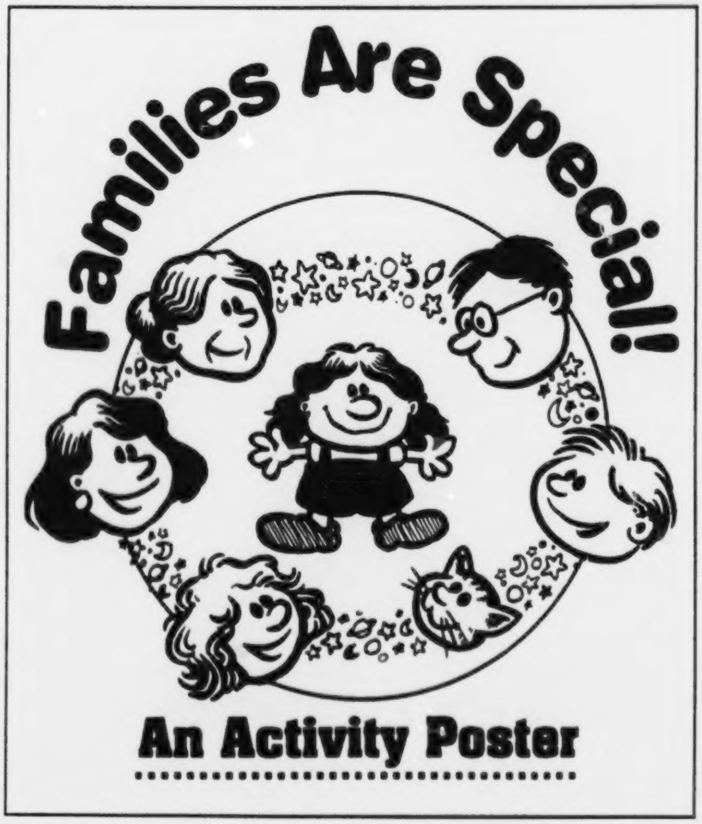
Dear Family:

We have just completed our health unit on communication. Now we are beginning to talk about the importance of families. Your child has an activity poster about families to share with you. The poster includes a chart where you can list the jobs of family members. Children learn responsibility by having assigned household tasks.

Your child also made a thank-you card for a family member. One side of the card has been left blank for you to use to write or draw a message in return thanking your child for something he or she has done for the family. I encourage you to finish the card and display it at home.

Sincerely,

____



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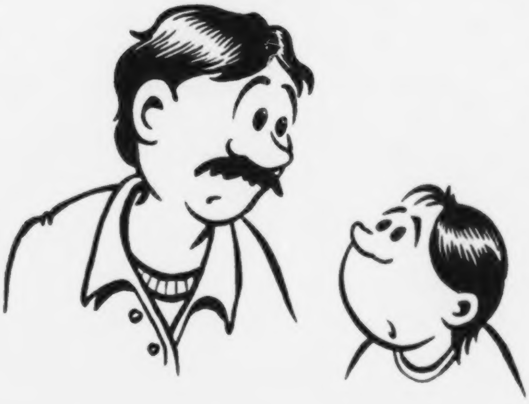
Talking About HIV/AIDS

Date: ______________________

Dear Family:

As part of the second grade health curriculum, we will be teaching a lesson about HIV/AIDS. Second grade may seem early to present a lesson on HIV/AIDS; however, HIV/AIDS is a very serious health problem, and children hear about it from the media and friends.



The lesson provides an opportunity to discuss HIV/AIDS in a safe, objective manner. The lesson, which is meant to reassure students, emphasizes that HIV/AIDS is very hard to catch.

HIV is not spread by casual contact such as talking, hugging, kissing or touching, or by animal bites or mosquitoes. The fragile virus dies quickly when exposed to heat, light or air.

You are welcome to see the lesson we will be teaching. We encourage you to discuss this sensitive issue with your children. We can refer you to other resources that will help you discuss this and other sensitive issues with your children.

Please call if you have any questions.

Sincerely,

____

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Home Fire Safety

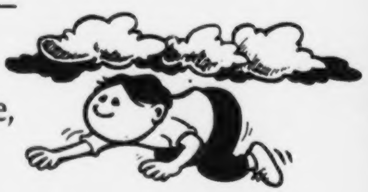
Date: ______________________

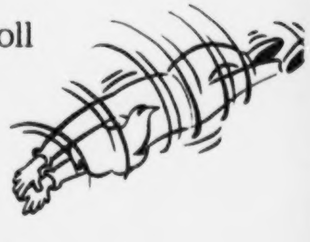
Dear Family:

Fire is the third largest accidental killer of children, after car crashes and drowning. It is the top killer of children in the home. Matches, cigarettes and cooking (stoves) are the most common causes of fires. Most of these fires can be prevented.

In health class, children are studying ways to prevent fires and actions to take when a fire occurs. You may want to discuss the following suggestions at home.

- Get out of the building.
- Touch doors before you open them. If the door is warm or hot, there may be fire on the other side. Find another way out—a window, the roof or a fire escape.
- If you see smoke or flames along the escape route, crawl low.
- Don't stop for pets or toys or other things.
- If your clothes catch on fire, don't run! Stop, drop and roll until the flames are out.
- Never go back inside a burning building.
- Go to an outside meeting place to meet your family.
- Report the fire from a neighbor's phone or a fire alarm box.





Your child has a **Home Fire Safety Checklist** and a **Home Fire Escape Plan** to complete. Please help your child complete these worksheets and have him or her return them to school.

Sincerely,

____

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Name ______________________________

Home Fire Safety Checklist

Directions: Check the following areas of your home to be sure they are free of fire hazards. Make a mark on the line beside each item as you check it. Ask an adult to help you. Both you and the adult should sign the checklist when you have finished it.

___ We have smoke detectors that work.

___ We have a fire extinguisher.

___ Matches are stored out of reach of children.

___ Newspapers are not stored by the fireplace or stove.

___ Anyone who smokes uses an ashtray.

___ Rags are stored away from heat and flame.

___ Gas and other flammable materials are stored outside the home.

___ No frayed electrical cords are used.

___ The fireplace has a screen in front of it.

___ We have a fire escape plan for the family. The plan includes a place to meet after leaving the building.

___ Emergency numbers are posted near the phone.

Adult's signature

____

Child's signature

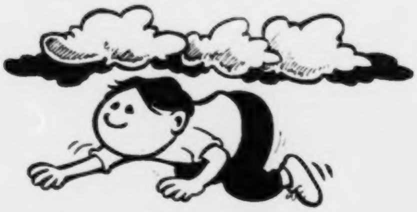
____

Actions for Health 2 © 1992 ETR Associates

Name ____

Home Fire Escape Plan

Directions: Ask a family member to help you make a fire escape plan. Draw the walls, windows and doors of your room below. Draw your bed and other furniture from the top view. Use a red marker or crayon to draw escape routes. If there is more than one exit from the room, put a 1 next to the easiest route and a 2 next to the second choice.



Conflict Resolution

Date: ______________________________

Dear Family:

As part of the second grade health curriculum, students are learning about some techniques that can reduce conflict. Conflict resolution techniques, especially negotiation, help limit conflict in school classrooms and may also help reduce violent injuries later.

For second graders, conflict resolution begins with recognizing that different people have different points of view. In class, students looked at the different points of view of some fairy tale characters.

We used the idea of standing in someone else's shoes to help illustrate this concept. Your child has a booklet to share with you that illustrates this concept in a common home situation. We hope you will enjoy reading this booklet with your child. Please call if you have any questions.

An Actions for Health Book
In My Shoes
ETR ASSOCIATES

Sincerely,

____

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Advertising and Children

Date: ______________________

Dear Family:

In health class, students have been studying advertising messages. They've learned that ads don't always tell the truth about the products they advertise. Students have also learned that the purpose of advertising is to sell products.

Try to watch some children's television with your child and discuss the ads. Has your child ever been disappointed in a toy she or he saw advertised on television? You may want to discuss a time when you were disappointed in something you bought.

Becoming aware of false advertising messages helps promote children's health as they learn to evaluate health claims and resist pressures to buy products that are harmful to health.

Sincerely,

____

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